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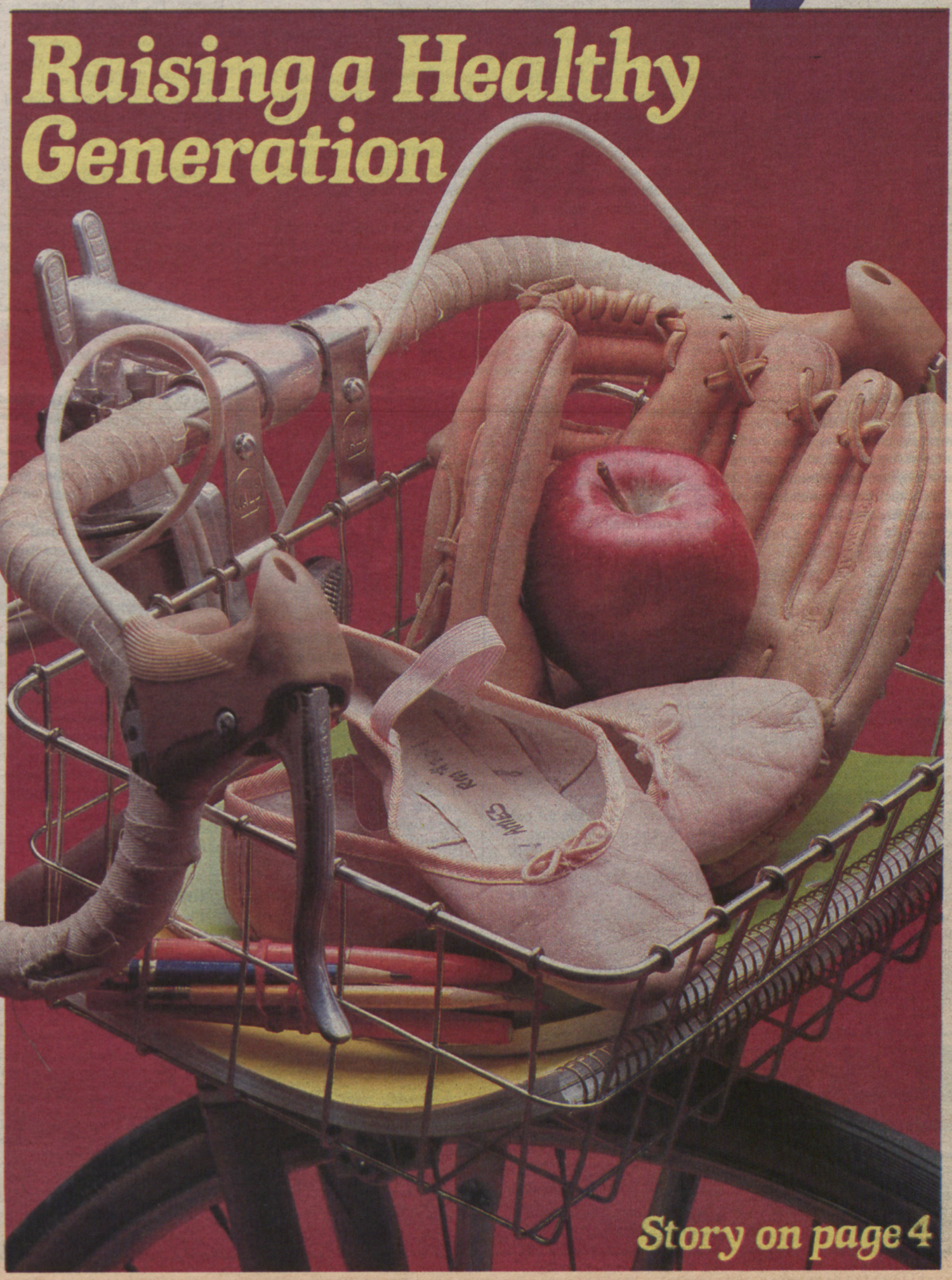
NEA Today

WASHINGTON, D.C. DECEMBER 1983

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 2, NO. 3

Raising a Healthy Generation



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PRESIDENT'S VIEWPOINT

Why Not the Best?

I would have been tempted, as recently as a year ago, to lament the criticisms we in public education were enduring. I'd also have been tempted to strike back—to allow myself a good old-fashioned fit of retaliation.

But then came the torrent of reports—reports for which we have to be thankful precisely because they echo the concerns our Association has been expressing for at least two decades.

I was and I remain grateful—grateful to the Carnegie Foundation, to Goodlad and Adler and Graubard, to the Twentieth Century Fund and the College Entrance Examination Board, to the Education Commission of the States and to the National Commission on Excellence in Education. While their recommendations were seldom novel, they awakened the American people to the urgent need to make public education this nation's top priority.

Those reports also made all of us in education take stock of ourselves. They pushed us toward self-scrutiny. We are as a result of this soul-searching a stronger organization. We are more ready than ever before to question our own assumptions and presuppositions. We're also ready to pick up where the current batch of reports left off. We're ready for action.

Now is the appropriate time for our intervention. And the reason is obvious: when we leave the sublime realm of educational *theory* and return to the nitty-gritty world of educational *practice*, you and I are the ones who know how to make a difference. You and I know the schools, the classrooms, the children. And you and I are the ones who will implement the changes that will ensure the highest quality education for every child in every region of this nation.

Joe Di Dio

NEA President
Mary Hatwood Futrell

Our work is already well under way. This fall I appointed the 15 members who will serve on NEA's Blue Ribbon Task Force on Educational Excellence. And this October I convened our first meeting. The charge to those serving on the Task Force is not to issue just another report. They are to monitor and assess the reform proposals, then recommend necessary changes in NEA policy *and* in national policy.

Their final product will be an *agenda for action*—a how-to manual for transforming a nation at risk into a nation prepared. Prepared to solve the problems of hunger and poverty. Prepared to eradicate inequity and injustice. Prepared to rebuild our cities and re-energize our economy. Prepared for global understanding. Prepared for an awesomely demanding future. Prepared for excellence.

I have met for long hours with Task Force members. They're your colleagues—classroom veterans and Association leaders. The group is diverse. And I expect and welcome some spirited debate. But let me assure you that on one issue, the Task Force is solidly united: substantive change, not rhetorical flourishes or political posturing, must rule the education scene.

That's why you are such a vital part of our team effort. The reforms our Association recommends will take place in the classroom, not in some boardroom at NEA Center. The Task Force has already held one regional hearing and has scheduled another five hearings during January. We need your voice, your advice, your experience.

When the Task Force comes before you at our 1984 Representative Assembly, it will present *your* agenda. And that agenda will spell out what each of you can do in your classroom and your community to enhance educational excellence.

That's our goal. But can we reach it? How, after all, can our Association make a difference when Presidential commissions and prestigious national study groups cannot?

I'm asked that question a lot. The answer is simple. We are out there where the action is—and where the action will take place. We're the only ones in the trenches. We're the ones positioned to translate proposals into realities.

And we will. Our efforts will give concrete meaning to the definition of *excellence* our culture has embraced since Hellenic times: doing all you can with all you've got, according to the highest ideals.

TRENDS

A Computer By Any Other Name...

Computerphobia among adults is often severe enough to cause serious physical ailments. Imagine, then, the effect on children.

An antidote may be in order. And the right Rx may be giving your micro a demeaning nickname. Computer systems consultants Franklynn Peterson and Judi Kesselman-Turkel suggest this strategy as a way of reminding yourself (and students) of who has the mind and who doesn't.

So instead of addressing your minicomputer as *DEC PDP/11*, try *Dumbo, Bag of Bolts, Mush Head*, or *Goofy*.

Teachers Rate Their Critic...

If teachers administered a merit pay system for White House personnel, President Reagan's salary would plummet.

That's one clear conclusion that emerges from the 1983 edition of NEA's annual *Nationwide Teacher Opinion Poll*. Asked to rate the President's performance in a variety of areas, teachers turned frequently to the *poor/very poor* category.

The Reagan report card:

	Poor/Very Poor
Education	77%
Unemployment	75
The environment	68
Social services	65
Human rights	56

...And Their Allies

A nationwide *USA Today* survey shows that the report card for parents is positively glowing compared with that given the President. But teachers remain disappointed with parental support for their children's education. Far too many parents remain detached from school life.

Teachers' final grade for parents: *C*. The reason: apathy.

Ducking the Issue

School nurses have probably been using the technique for years. Now there's a new national organization—Nurses for Laughter (NFL)—dedicated to spreading the use of humor as a healing agent.

NFL President Deborah Leiber proved her point at the first annual "Humor in Health Care" conference. Leiber asked her audience of medical professionals to close their eyes and concentrate on the worst moment of their lives. When they opened their eyes, Leiber was sporting an enormous duck head. The laughter that followed confirmed Leiber's hypothesis.

The NFL agenda appears to have a serious scientific basis. Health care researchers theorize that laughter increases the body's production of the same pain-killing pituitary secretion released by jogging and other strenuous exercise.

Safety Net in Shreds

The percentage of unemployed workers receiving unemployment insurance benefits fell to an all-time low this fall, according to a recent report by the Center on Budget and Policy Priorities.

The Center's report, based on U.S. Labor Department data, shows that *less than one-third* of the unemployed received benefits in September. That means 6.6 million jobless American workers were without any unemployment compensation.

In the 1975 recession, 78 percent of the unemployed received benefits—more than double the current percentage.

The Center cites long-term unemployment and the Reagan Administration's 1981 benefit-slashing measures as major factors behind the shrinking coverage.

Note-orious Decision

"Congress shall make no law abridging the free exercise of note-passing among students."

Is that really part of what Madison, Jefferson, and the rest of the forefatherly gang had in mind when they ratified the First Amendment to the Constitution? Evidently yes—at least according to Iowa's State Department of Public Instruction.

The Department recently overturned the Gowrie, Iowa, school board's suspension of five high school students who had engaged in the venerable tradition of circulating "vulgar" notes. And it wasn't the sternness of the punishment that brought the reversal. Rather, the Department reasoned that the note-passing prohibition violated students' Constitutional rights.

Legal scholars stay tuned: if the school board appeals the ruling, the case could proceed to federal court.

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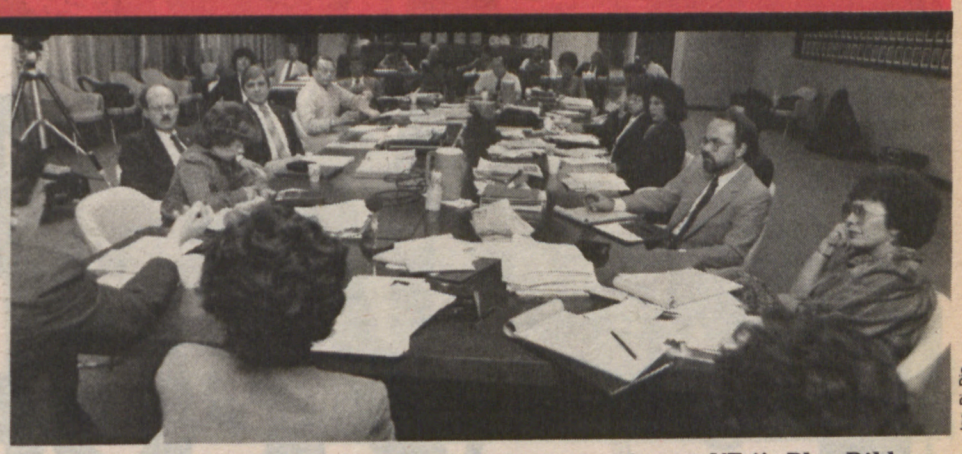
ON THE ROAD TO EXCELLENCE

Teachers Make Their Case

From Dover to Denver, from Beaumont to Bismarck, teachers tell how to create really good public schools.



Joe Di Dio

Teacher leaders from all levels of the Association, serving on NEA's Blue Ribbon Task Force on Educational Excellence, will recommend formal NEA policy on education reform following national and regional hearings this winter.

► Increase the student year from 9 months to 10; increase the teacher contract year from 9 months to 11, to include a month for curriculum development, program planning, and retraining.[1]

► Set a teacher salary schedule that goes from $20,000 to $40,000 in five years.[1]

► Ensure that compensation for "career advancement" of teachers is mutually agreed upon by teachers and school board, based on additional duties, time, or skills; ensure that it's voluntary and open to all who meet the criteria.[2]

► Give teachers uninterrupted planning time within the student contact day.[2]

► Establish statewide development programs to give paraprofessionals career opportunities and mobility.[3]

► Phase out teacher education programs that cannot or will not meet profession-based national standards.[4]

► Establish three levels of "merit schools" based on such criteria as the number and level of science courses offered and the proportion of students who complete them. Give school districts "merit pay" of 10, 12, or 14 percent above basic state aid depending on which (if any) merit level their schools reach.[5]

► Restore to teachers binding authority over student grades and promotion decisions (subject to an appeals process).[6]

► Consider dedicating a broad-based state tax to public education.[6]

Recommendations from yet another report on the state of public schooling, as seen by yet another clutch of experts? No, these suggestions come from six very special reports—and they should sound more sensible than most. The authors of the reports are the real classroom experts: teachers.

These recommended actions for reform are all culled from proposals for education excellence recently prepared by NEA's state affiliates in Arizona, Colorado, Delaware, Iowa, North Dakota, and Texas. These six join the growing list of state Associations that have initiated comprehensive plans for education reform.

The National Commission on Excellence in Education kicked off the current round of proposals last spring when it released its widely acclaimed report, *A Nation at Risk*. Similar studies by various other national groups were already under way. Their publication soon followed.

These reports had an almost immediate impact. Over the summer—in virtually every state—governors, legislatures, and state boards of education appointed commissions and task forces to recommend which of the *Nation at Risk* or other proposals should be adopted. Most of these reform bodies were given fall 1983 deadlines so that their recommendations could feed into the 1984 state legislative sessions.

Since early summer, NEA members have rushed to make sure that their views on educational change reach all these "official" reform commissions, state legislators, and the public. State Associations have switched on their word processors, and the result has been an outpouring of perceptive surveys, reports, position papers, legislative proposals, forums—and even an occasional special delegate assembly. *(For one state's approach, see story below.)*

On the national level, NEA President Mary Hatwood Futrell has appointed an NEA Blue Ribbon Teacher Task Force on Educational Excellence, charged with identifying those recommendations from the various national reports that make "practical classroom" sense.

Our nation's current high level of attention to education isn't likely to last—if the past offers any guide. Many NEA members would agree with Sue Dermer, president of Arizona's Mesa Education Association, who says bluntly, "We've got until November '84."

But November '84 is still a ways away. And NEA members aren't about to miss what may be a once-in-a-professional-lifetime opportunity for lasting educational reform just because its impetus is partly political. Teachers are going before Congress, state legislatures, and local school boards with sound proposals for achieving educational excellence.

After all, whose ideas for school reform are likely to work any better?

—Nancy R. Needham

[1] Arizona Education Association, *A Call to Excellence*; [2] Colorado Education Association, *"The Profession Speaks." Education Colorado: Components for Excellence*; [3] Delaware State Education Association, *The Challenge for Educational Excellence*; [4] Iowa State Education Association, *Achieving Excellence in Our Schools: Major Areas for Renewal*; [5] North Dakota Education Association, *A Merit Schools Plan for North Dakota*; [6] Texas State Teachers Association, *A Proposal for Reform of Texas Public Education.*

Arizona: Days of Debate

In early October school libraries and cafeterias across Arizona were abuzz as assorted teachers, aides, administrators—and sometimes parents—weighed recommendations in *A Nation at Risk*, the report of the National Commission on Excellence in Education.

Usually meeting after school and breaking into small groups, these educators and parents tried to reach consensus around each of the Commission's specific recommendations. On a scale of one to five, they might decide, for instance, that an "11-month contract for teachers" should rate maybe a highly important "5," while "three years of mathematics" for students was worth, say, only a "3."

All the participants in this grand exercise in educational reform used a rating form that the Arizona Education Association had adapted from material prepared by the National School Public Relations Association. AEA had shipped copies of the form to each of its local affiliates, and the locals planned and organized scores of discussion sessions.

The results from all these discussions helped AEA formulate a comprehensive plan for Arizona's educational renewal.

NEA Today staff writer Nancy Needham listened in on the discussions at three schools: Aere Libre Elementary School in the Paradise Valley district, and Garfield Elementary and South Mountain High School, both in Phoenix.

Don Stevenson

"When the legislature is anti-education, we have to look carefully at how a term such as 'additional time' might be interpreted."

Santhe Niedner, vice-president, Paradise Valley Education Association.

Jane Freeman

"You shouldn't ship disruptive kids out to alternative programs for the whole year. They should be back in their regular classes as soon as possible."

Tony Hurtado, Spanish and social studies teacher, South Mountain High School.

Don Stevenson

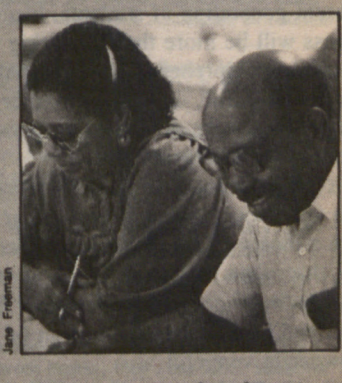
"A longer school day would wipe elementary kids out. They need a longer school year; then we wouldn't have to spend so much time re-educating them."

Mike Schwinden, fifth grade teacher, Aere Libre School.

Don Stevenson

"People make the argument that if teachers are true professionals, we'll want to compete—as professionals in other fields do—for merit pay. But if they heard us talk today, they'd see we're in school for the kids, not for ourselves."

Pat Schaefer, speech pathologist, Aere Libre School.



Jane Freeman

"We want our daughter to have the best, and she's going to have four years at South Mountain High School. That's why we're here today to discuss the recommendations of the Excellence Commission."

Hanifah and Waalee Shakir, Phoenix.

IN THE CLASSROOM

Joe Maher

Raising A Healthy Generation

For Schools, The Time Is Now

"If I'd known I was going to live this long, I'd have taken better care of myself."

This line, by now worn and cliched, still almost always gets a laugh. And often it churns up a smug sense of invulnerability: we clock the moments to Miller time, grab a last cup of coffee (always a good idea to be awake for the beer), light another Marlboro, speed homeward to lounge in front of the TV set munching on Doritos, then stumble to bed when Johnny Carson's last guest—some creep talking about nutrition and exercise—bores us toward slumber.

That's the old tune so many of us marched to. But there's new music in the air. The funereal fugue is fading. And the best place to hear the symphony of good sense that's drowning it out is in our public schools.

What exactly has happened? In a word, a revolution. We're accepting at last the evidence that health-carelessness impairs students' motivation and competence. And we're recognizing our responsibility to prepare young people for a life free of self-generated illness.

What once was mere chitchat—about aerobics and jazzercise and jogging and yoga and slimnastics and weight-training and low-cal, sodium-free everything—has become part of the new pedagogy. The health fad is a fad no more.

Teachers are ensuring that, for the present generation of students, health and fitness will be more than a passing craze. In comprehensive, sequential K-12 health programs, classroom teachers are driving home the message that preventive medicine makes good sense.

It means recognizing that the kind of life you choose today determines *if* you'll live tomorrow. And it means remembering that when we're unfriendly to body and environment, both can return the unfriendliness. In fact, they can be downright vengeful.

Candy Purdy, co-author of *Health: A Way of Life* and health educator at Maine South High School in Parkridge, Ill., explains how teachers are helping students counter this potential vengeance.

"When I started teaching more than a decade ago, our approach was crisis-oriented," says Purdy. "We'd respond to health problems—drugs, stress, confusion about human sexuality—as they arose. We learned quickly that we were doing things backwards."

Purdy's emphasis now is on health promotion: "Students need to learn how to stay healthy, not merely what to do when they become ill. An ounce of prevention *is* worth a pound of cure."

Student response to this progressive approach has bordered on the ecstatic. The enthusiasm of Purdy's student health club members has translated into a commitment to community service. Students are teaching first aid techniques to younger children, entertaining hospitalized kids, and helping the Red Cross with blood drives. The club also holds an annual health fair for the entire school.

Ric Loya, a health teacher at California's Huntington Park High School and president of the California Association of School Health Educators, has high praise for the program at Maine South High. Loya knows that the health revolution is speeding forward. His stategy: hit the gas peddle. Hard. Now.

Loya insists that it's critical for every school—primary and secondary—to have a comprehensive health education program. And it's got to be progressive.

"Modern school health education is not hygiene, nor is it knowing the names of all the bones in the body," says Loya. "We need to teach much more: first aid and CPR, rape prevention, chronic and communicable diseases, self-esteem, mental health, the environment, family life and sex education, nutrition and fitness, substance abuse."

Mark Peterson

Association member Deb Sunderman, part of what she calls the "health team" at Prior Lake (Minn.) Senior High, teaches both physical education and health—including a very popular first aid course.

The health program in Georgia's Muscogee County school system meets all of Loya's criteria. In every K-6 classroom, students spend an average of two hours each week on such topics as emotional health, home and school safety, human growth and development, nutrition, and community health. In grades 7-12, science, social studies, and home economics teachers carry the program.

Charlotte Bland, a second grade teacher at Fox Elementary School in Columbus, Ga., is convinced that the active cooperation among teachers, parents, and community health professionals best explains the success of the Muscogee program. Following a long series of meetings to define program objectives, the group turned the task of producing curriculum guides over to the experts—classroom teachers.

"It was tough, but we were able to design a separate guide for each grade," says Bland, shown above with her students.

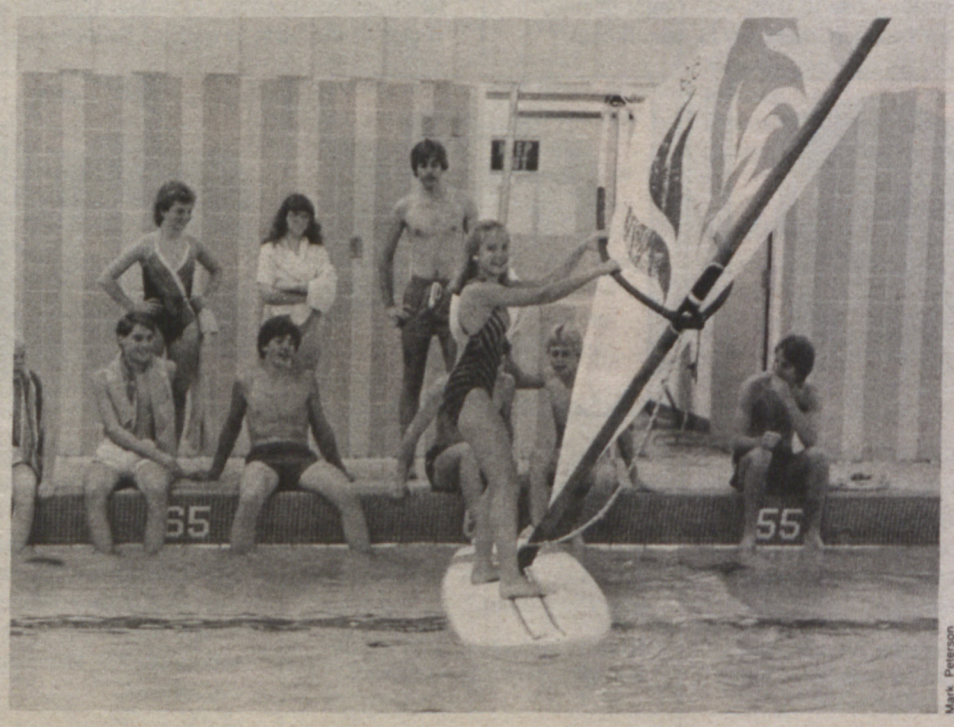
The national response to the teacher-developed materials attests to their excellence. Ronnie Sheshane, coordinator of the Muscogee Health Project, reports that school districts in South Carolina and Florida are now pilot-testing the curriculums. And inquiries from other states are common. The Muscogee program appears slowly to be becoming a national model.

The same may be said of the exemplary health ed program at Prior Lake (Minn.) Senior High. A general introductory course and a health elective are strict graduation requirements. But students aren't grouching or grumbling—*except* when enrollment restrictions temporarily delay their participation in a course.

Health and P.E. instructor Deb Sunderman reports that the 26 slots in each of two sections of the rigorous first aid course are always filled to the limit—quickly. Students, while waiting their turn, may then choose from such other electives as Stress and Leisure Time Management, Death Education, Nutrition, and Drug Use and Abuse.

All courses in the curriculum, says Sunderman, emphasize the triad of physical, mental, and social health: "They all go together. Genuine well-being is *total* well-being."

Where did all this enlightenment come from? Why the seemingly sudden


Mark Peterson

Sailing toward good health: tenth grader Joan Hero practices her wind-surfing techniques in Prior Lake High's fan-tastic indoor swimming pool.

IN THE CLASSROOM

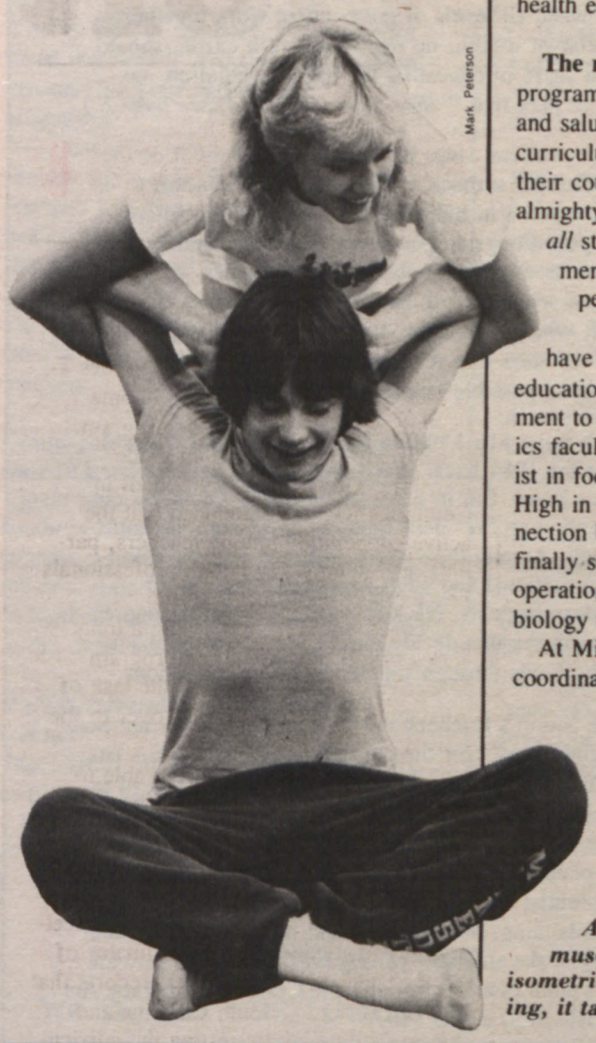
intensity about sane health habits? Health educators agree that evidence of the need for change—real, dramatic, comprehensive change—has been staring us in the face for decades. But we refused to see. The immediate gratification of desire pulled us toward debilitating habits, and nonchalance distorted our priorities.

Recent studies illustrate dramatically the results of these years of neglect: as much as *one-half* the mortality in the United States is due to our behavior. Another 20 percent is attributable to environmental factors—to the environment *we've* ravaged and rendered lethal. Only 10 percent has anything to do with the inadequacies of health care services.

The late John H. Knowles, M.D., a seminal figure in the "wellness" movement and former president of the Rockefeller Foundation, stated this point succinctly back in 1977: "Over 99 percent of us are born healthy and are made sick as a result of personal misbehavior and environmental conditions."

Knowles was confident he knew the source of this tragedy. Americans, he said, had been lulled into "believing that national health insurance, more doctors, and greater use of high-cost, hospital-based technologies will improve health." Unfortunately, he added, "none of them will."

What, then, would? Knowles was direct: education. The consensus Knowles helped solidify is that we have to give people the understanding that will enable them to be responsible for their own health. The ball was rolling. Teachers made sure it *kept* rolling. And not just health education teachers.



Mark Peterson

A new dance craze? No—a muscle-toning exercise based on isometric principles. But as in dancing, it takes two to tangle.

The revolution in school health programs is already having a dramatic and salutary impact on physical education curriculums. Fewer P.E. teachers tailor their courses to the needs of the once almighty jocks, and more include—for *all* students—individual health assessments and the development of personalized risk-reduction plans.

Ten years ago no one would have believed it, but today's physical education teachers don't hesitate a moment to seek the advice of home economics faculty. LaDonna Elhardt, a specialist in food and nutrition at Minot Senior High in North Dakota, believes the connection between nutrition and fitness has finally sunk in. She reports increased cooperation among home ec, phys ed, and biology teachers.

At Minot, efforts are under way to coordinate the health education components of these disciplines. "More than ever before," says Elhardt, "we know just how much performance—whether in the classroom, at the work site, or on the playing field—depends on sound nutrition. We also know just how much mental health and mental attitude depend on diet." Physical educators are learning the lesson.

Mark Peterson

The aesthetic results are no longer the primary reason for pumping iron. Weight-training has become a science—one that has little to do with bulging biceps.

More and more phys ed teachers are taking their bearings from the World Health Organization's definition of *health:* "A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." And pro football legend Vince Lombardi's adage—"Winning isn't everything, it's the *only* thing"—no longer enchants school coaches.

Lombardi's "wisdom" would surely create an epidemic of indigestion among the physical education staff at Bettendorf (Iowa) Middle School. No student is ever cut from *any* of Bettendorf's athletic teams. And even the least talented team members don't spend their time warming the bench. All play.

At Bettendorf the guiding principle is not to slaughter the opponent but to develop social skills, foster respect for others (even those who strike out with the bases loaded), and learn to enjoy challenge. Students compete against their own limitations, not against some crude definition of excellence.

Regina McGill, chosen this year by the National Association for Sports and Physical Education as the first National Secondary Physical Education Teacher of the Year, appreciates this philosophy. McGill, a teacher at Bettendorf, sees her task as habituating students to a lifetime of healthful leisure activities.

"We must not give students the idea that physical education is something you 'do' in school, then forsake when graduation arrives," McGill insists. "You've got to get across the point that physical education is a lifelong project. And so you teach students how to pace themselves *and* how to push themselves."

Related stories appear on page 28.

Fine, but how does she do it? Well, there's no magic. McGill teaches the lesson of wellness by being who she is and doing what she does. She's not a "spectator" coach. She lives fitness and exudes the joy of health. "Example," says McGill, "is the best sermon."

McGill's sermon is the sermon on the *way up* the mount. And maybe that's what health education and physical education have become—preparation for the longer climb. They consist not of words and activities for the passing hour but of lessons for the ages. *All* ages.

—Carl Luty

Still Time for This Generation

Members of the 18 NEA locals in Kentucky's First District Education Association will soon learn a strange lesson: bad news is good news.

That's the message that Association member John Taylor, education professor at Murray State University, is determined to carry across the state. His motive: to convince school employees that the time to attend to their health is while they're healthy.

Most of us, Taylor contends, have an odd way of caring for ourselves: we wait for our bodies or minds to send us a disturbing message. That message is usually called *illness.*

In place of this bizarre strategy, Taylor advocates vigilance and action based on self-knowledge. His main tool is a "wellness index" that consists of a battery of questions on everything from personal matters (Do you work toward the building and nurturing of intimate relationships?) to dietary habits (Do you try to make dinner time relaxing and leisurely?) to professional tendencies (Do you passively accept stress-laden working conditions?).

Most of these questions are at first glance only remotely related to health. But that's precisely the point: *every* part of our lifestyles has an impact on our well-being. Ensuring health usually requires some dramatic changes in our daily routine.

Most Association members who answer the wellness index questions discover that their lifestyles are close to pathological. Their habits are ideal only if slow suicide is their goal.

With the help of local Association presidents in Kentucky, this bad news should soon reach most school workers in the state. Those workers will then have a chance to take the first steps away from behavior patterns that are best described as invitations to illness.

The efforts of KEA members are laudable. But the sadness is that this burden is being shouldered by employees rather than employers. With few exceptions (e.g., Atlanta, where superintendent Alonzo Crim convinced the school district to foot the bill for an employee fitness center), school boards are missing an opportunity to enhance the quality of school life. They're ignoring the example of the private sector.

There's no mystery to the rush by major corporations (IBM, Tenneco, Polaroid) to implement employee health programs. They've seen the light: healthy employees are better employees.

"That's the message we have to take to school boards," says Susie Jablinske, president of the Teachers Association of Anne Arundel County in Maryland. "We've got to tell them to wake up and stop groaning about lack of funds when they're ignoring the most cost-effective measure any employer can implement. That message—with the volumes of evidence to back it up—belongs on the bargaining table. Let's get it there."

RESOURCES

American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Dr., Reston, VA 22091.

American Dental Association, Bureau of Health Education and Audiovisual Services, 211 E. Chicago Ave., Chicago, IL 60611.

American Medical Association, Dept. of Health Education, 535 N. Dearborn St., Chicago, IL 60610.

American School Health Association, 1521 S. Water St., Kent, OH 44240.

Association for the Advancement of Health Education, 1900 Association Dr., Reston, VA 22091.

Center for Health Promotion and Education, Centers for Disease Control, 1600 Clifton Rd., N.W., Atlanta, GA 30333.

Education Commission of the States, State School Health Education Project, 1860 Lincoln St., Suite 300, Denver, CO 80295.

Management Sciences for Health, 165 Allandale Rd., Boston, MA 02130.

National Center for Health Education, School Health Education Project, 901 Sneath Ln., Suite 215, San Bruno, CA 94066.

National Diffusion Network, U.S. Dept. of Education, 400 Maryland Ave., S.W., Washington, DC 20202.

National Health Information Clearing House, P.O. Box 1133, Washington, DC 20013.

National Parent Teacher Association, 700 N. Rush St., Chicago, IL 60611.

Office of Health Information, Health Promotion, Physical Fitness and Sports Medicine, Department of Health and Human Services, 200 Independence Ave., S.W., Washington, DC 20201.

HUMAN RIGHTS

Holiday To Honor King's Birthday

Black Star: Ted Rozumalski

Ideas for Teaching About the Civil Rights Movement

The National Education Association, civil rights organizations, and citizens all over America realized a dream in early November when President Reagan signed into law a bill making Martin Luther King, Jr.'s birthday the nation's tenth official holiday.

The new holiday will be celebrated on the third Monday in January, beginning in 1986.

Both House and Senate passed the bill by wide margins, in votes hailed by NEA President Mary Hatwood Futrell as "symbolic of America's continued belief in the principles Dr. King taught—and proof of the progress we have made as a nation toward the 'dream' he envisioned."

NEA has been actively seeking a holiday in honor of King since 1969. Meanwhile, NEA and many of its affiliates have been celebrating King's birthday on January 15 and have compiled a store of activities that teachers may use to help their students—too young to remember the civil rights movement—better appreciate King's achievements.

The following are a few of those suggestions. (For more ideas write to NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036.)

For high school teachers:

► Assign individual or group reports on Rosa Parks and the Montgomery, Ala., bus boycott; the Southern Christian Leadership Conference; freedom riders; Bull Connor; Black voter registration and the march on Selma, Ala.; the theory of nonviolence and Mahatma Gandhi; passive resistance and civil disobedience; King's Nobel prize.

► Have students roleplay incidents based on what they have learned from their research.

► Have students hold panel discussions on their choice of the following topics: "What Makes a Hero?"..."Civil Rights Movements in the United States"..."A Day in the Life of a Black Child in 1950 and Today"..."What Dr. King Would Want To Change in the United States—or in the World—Today"..."Freedom Fighters of All Races and the Qualities That Make Them Succeed."

► Hold a debate on "American History: Fair or Not?" Are the historical roles of Blacks, Chicanos, Hispanics, American Indians/Alaska Natives, and Asian/Pacific Islanders adequately represented?

For elementary teachers:

► Assign a list of vocabulary words related to events in King's life—for example, *boycott*, *racism*, *discrimination*.

► Assign suitable reading materials, and have students visit the library to add to the list.

► Let students complete the two puzzles below, which were developed by the Washington Education Association's Human Relations Commission.

—Marian Clayton

RESOURCES

Books by King:

Where Do We Go From Here: Chaos or Community. Harper & Row, 1967, $11.95. Paperback, Beacon Press, 1968, $4.95.

Why We Can't Wait. Harper & Row, 1964, $11.98. Paperback, New American Library, $2.50.

Books About King for Mature Readers:

Bennett, Lerone. *What Manner of Man: A Biography of Martin Luther King, Jr., 1929-1968*. Johnson Publishing Co., 1968, $12.95.

Documentary...Montgomery to Memphis. Norton, 1976, $19.95.

Books About King for Children:

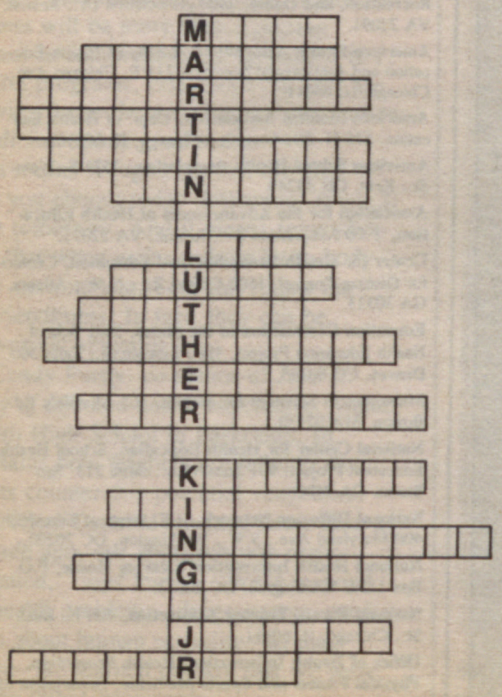
Clayton, Edward Taylor, editor. *Martin Luther King: The Peaceful Warrior*. Paperback, Archway, 1969, $1.75. (Grades 4-7).

Wilson, Beth P. *Giants for Justice: Bethune, Randolph, & King*. Harcourt Brace Jovanovich, Inc., 1978, $6.95. (Grade 5 and up).

Words We Hear and Use When Learning About Dr. Martin Luther King, Jr.

Directions: Use the following words to fill in the puzzle.

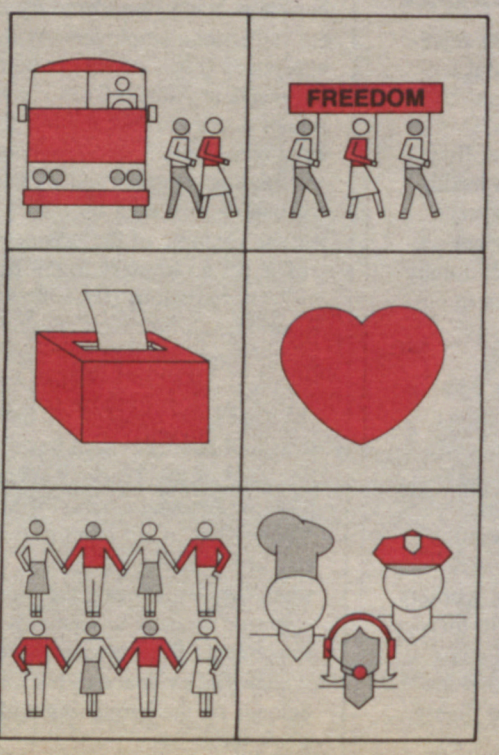
Justice	Equality	Nobel Prize
Freedom	Minister	Segregation
Protest	March	Nonviolent
Poverty	Kindness	Crusade
Human Rights	Jail	Pilgrimage
Love	Democracy	Brotherhood



Matching Words and Pictures

Directions: List the following words on one side of the chalkboard and draw the pictures on the other. Have students prepare a chart like the one here, matching words and pictures.

Bus boycott	Love
March	All people together
Vote	Jobs



WASHINGTON WATCH

Across-the-board pay raises for teachers topped the list when a bipartisan Task Force on **Merit Pay** set up by the House Education and Labor Committee came out in October with its recommendations. The group added a plea for more pay—and higher standards—for beginning teachers.

NEA President Mary Hatwood Futrell, a Task Force member, emphasized that if the nation's schools are to attract and hold excellent teachers in the future, "we'd better start moving toward these salary objectives right away."

As for merit pay, it got only cautious endorsement from the 21-member Task Force, which included lawmakers, teachers, administrators, and parents.

✔ In other recent testimony on Capitol Hill, Futrell told the Senate Labor and Human Resources Committee that if public education is to become excellent, teachers must have more say about educational goals and curriculum.

Calling the **American Defense Education Act** (ADEA) the only current federal bill that deals with the recommendations of the National Commission on Educational Excellence, Futrell maintained that real educational reform can come only when all levels of government work together: "Every dollar of wealth, no matter where it exists, should bear its just share of educating the nation's children, no matter where they live." *(For more on ADEA, see page 8.)*

✔ Other practical steps towards excellence will be the topic of a national **summit conference on education** to be held December 6-8 in Indianapolis. NEA representatives will participate alongside governors, state legislators, state superintendents, congressional committee chairs, college officials, and school board members. Secretary of Education Terrel Bell, who called the conference, says he hopes it will bring out ideas that state and local groups can share as well as suggest possible federal initiatives.

✔ With some $16.1 billion for education, the **federal budget** for the 1984 fiscal year (which began on October 1) was looking good. But in a last-minute deal, Congress cut out $1.1 billion so President Reagan would sign the appropriations bill. Among the victims: education of the disadvantaged, vocational and adult education, and aid for postsecondary students. NEA is working with the congressional committees that decide money matters to put back some of the funds through supplemental appropriations.

✔ The nation's teachers and their students must not become "guinea pigs" for the **computer** industry, NEA has warned Congress. Sharon Robinson, NEA's director of instruction and professional development, told a House subcommittee that dumping computers into classrooms without thorough planning won't help students.

"It's essential that classroom teachers be directly involved in planning, introduction, and use of new computer technology," she stressed, calling on Congress to provide grants to school districts through the Computer Literacy Act of 1983 (HR 3750 and S 1869).

✔ Education outside of school needs federal help, too. Many children spend as much time watching TV as they do in class, NEA's Robinson reminded another House subcommittee this fall.

Commercial networks produce less and less quality **children's programming**, neither local stations nor nearly-broke public TV are taking up the slack, and cable TV reaches less than a third of U.S. homes.

Standards for children's programming must be strengthened and enforced, Robinson said. (The FCC refuses to enforce a 1974 policy calling for broadcasters to make a "more substantial commitment" to the child audience.)

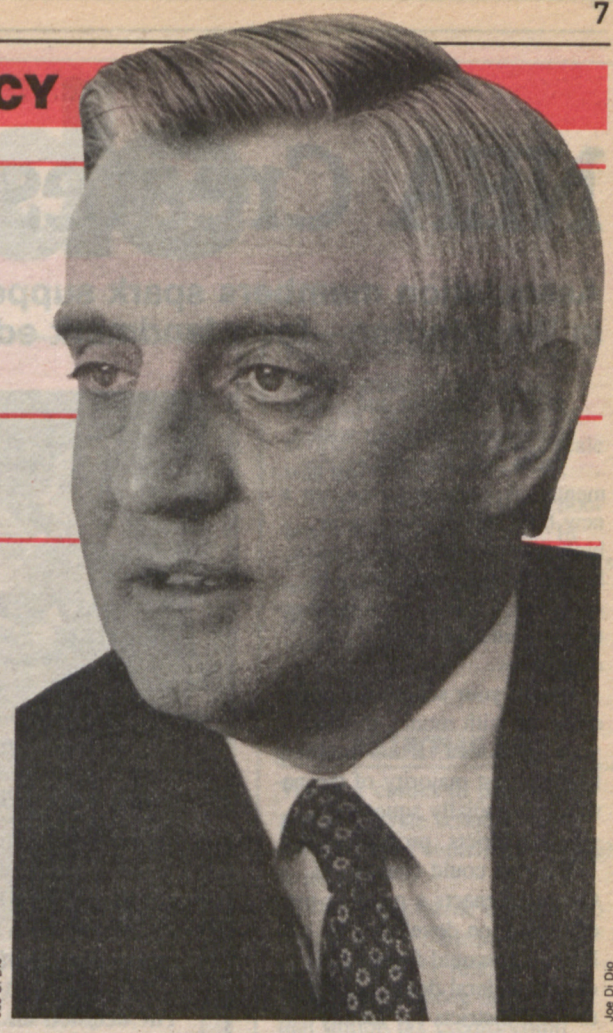
NEA supports Rep. Timothy Wirth's (D-Colo.) proposed Children's Television Act and is urging creation of a nonregulatory Temporary Commission on Children's Programming where TV people, educators, and others could seek ways to improve children's TV.

✔ NEA also supports a House Ways and Means Committee proposal to require doctors to accept **Medicare** fees as payment in full for treatment of Medicare patients. At present half of all doctors charge Medicare patients more than Medicare will cover. In a letter to each member of the House, NEA Government Relations Director Linda Tarr-Whelan pointed out that retired Americans now spend a bigger portion of their income on medical costs than they did before Medicare was enacted—a whopping 20 percent. *(See related story on page 24.)*

EDUCATION AND THE PRESIDENCY

MONDALE

THE MAN... THE CANDIDATE


Joe Di Dio

This fall, after a long and exhaustive evaluation process, the NEA Board of Directors voted to support Walter F. Mondale's bid for the Democratic Party's Presidential nomination. What kind of person is Walter Mondale? What kind of President would he be? NEA Today Assistant Editor Bill Fischer recently interviewed the former Vice President in his Washington, D.C., office to find out.

You've said in the past, "I've always liked teachers." Are there any special reasons for your affinity for educators?
Yes, teachers have made a profound difference in my life. Had it not been for teachers who had confidence in me and helped me, I wouldn't have been able to live this life I lead. The single most important thing we do for our future is provide our children with a good education—and that's not possible without teachers.

Could you tell us a little about your own education and your childhood?
I grew up in a lot of small towns in southern Minnesota. I attended public schools. I loved school—loved sports as much or more than school. I participated in football, basketball, and track. I sang in the choir. Those were joyous years.

Do you remember any particular teacher?
There are so many who were kind to me and helped me, I hate to single any one out. But I remember two in particular. One was my third grade teacher, Millie Hussong, who supported me and made me believe in myself. The other who had strong influence over me was Herman Hulin, a coach.

How do you think education has changed over the years?
It seems to me that we don't respect teachers the way we used to. When I went to school, parents stood behind the teachers, supported discipline, constantly pressed us to respect learning, to do our homework. I'm sure in many places in America, that's still true, but I'd like to sense more of that than I do.

Secondly, in real terms, teachers used to be paid more. Over the last 10 years or so, the real incomes of teachers have declined.

What do you think accounts for the public attention that's now focused on education?
The growth of high tech industries, the need for America to be more competitive against foreign economies, the ever-more-technical nature of defense, and the need to be more knowledgable. All of these factors are driving us to realize that this next generation of Americans had better be the best educated in our history.

How can a President of the United States actually help to increase the respect for the jobs that teachers, faculty and school support staff do?
In many ways. If this country is going to really get moving into what I call a renaissance of learning and education, a President must lead. A President must show respect for learning, for knowledge, for scholarship. To make this renaissance happen, everybody has to be involved: parents, the community, the students, the school boards, the state legislatures, the Congress, business.

All these groups need to be involved in supporting education—and in respecting those on the front line, our teachers.

You spoke to an NEA audience earlier this year about how as Vice President you were always conscious of how close you were to a box with the nuclear button. What has that experience meant to you?
It's a very sobering experience because you suddenly realize not only that such a nuclear conflagration is possible, but that you might be in the position where you would be the person to decide. That concentrates your mind on the horrible potential of war. No one will win a nuclear war. We need a President who understands that we must be strong, but accepts as his most solemn responsibility the control of nuclear weapons and the reduction of the risk that they will ever be used.

You stated recently that you would consider a woman to run with you as a Vice Presidential candidate. How close are we to equality for women?
One of the things I'd like to do as President is to break the ice on justice toward women. That includes ratification of ERA, enforcement of laws requiring equal pay for work of comparable effort, and prohibition of discrimination in insurance, in pensions, and in Social Security adjustments. All of these changes are long overdue.

Most of the public opinion polls show that a majority of Americans believe President Reagan to be a nice guy. Do you think that perception will be a factor in the election?
I'm not going to campaign on personality. I'm going to campaign on issues and on qualifications. I don't really know Mr. Reagan, but I do know what he's doing—to education, to the unemployed, to Social Security, to the environment, to that whole fabric of fairness in American life. His retreat on efforts to enforce anti-discrimination laws, his policies that are leading us to a less safe world. . . The list is long, and millions of Americans have suffered as a result of Reagan Administration policies. It is to those policies that I will address myself.

Of the criticisms on your list, is there one that stands out?
The Reagan Administration has done a terrible job of managing the nuclear dialogue. Instead of pulling back from the nuclear abyss, we're engaged in a dangerous arms race. All else will be unimportant if those bombs go off.

What will make the difference in the primaries and caucuses and in the general election to put you into the White House?
It is an aroused America that will help me. And teachers are very important to that effort. If they will help me all over the country, I'll be elected, and I'll be a good President—I hope a great one.

You were the incumbent in 1980 as Vice President; now you're *challenging* an incumbent. What are the advantages of incumbency?
I think experience, background, and qualifications for the presidency are very important. I think I can argue that I'll be the best qualified new President in modern history because of my experience as state attorney general, U.S. senator, and Vice-President.

But what counts is what experience equips you to do, which in my case means working for more sensible economics, a renaissance of learning, the protection of our environment, the restoration of fairness in our society, and a foreign policy that leads to a safer world.

Joe Di Dio

Away from public life, away from all the interviews and speeches, what do you most enjoy doing?
I love my family. We enjoy being together. I like the outdoors—fishing, hunting. I also love to ski and play tennis. Reading gives me comfort—especially history—and I enjoy a good play.

> **"The single most important thing we do for our future is provide our children with a good education—and that's not possible without teachers."**
> ***—Walter Mondale***

Joe Di Dio

A LEGISLATIVE SOLUTION

NEA Creates ADEA Momentum

Association members spark support—at home and in Washington—for a landmark education initiative.

Imagine that you and your colleagues came up with a great new idea for an elementary science program...or a new high school offering in higher-level math...or a junior high project to improve communication skills...or a teacher-training unit on using computers.

Would your school district come up with money to fund your great idea? If it's anything like the vast majority of the nation's financially squeezed school districts, probably not.

But that could change—if Congress enacts a pending piece of legislation developed by NEA that would funnel billions of new federal dollars straight to local districts for locally designed educational excellence programs.

That legislation is the American Defense Education Act—the ADEA—and it's the most important education bill now before Congress. The ADEA would provide local school districts with $50 per student in the first year—and twice that much the second year—to help build quality programs to meet critical national needs in math, science, foreign languages, guidance, and communications—at both the elementary and secondary levels.

Under S 553 and HR 881, as the bill is called in the Senate and House respectively, federal aid dollars would go for education programs that are locally designed and developed. The bill calls for community participation in planning ADEA programs—to ensure a *local* solution under *local* control.

Edgar Burge

Voicing support for ADEA at an NEA town meeting in Philadelphia are (from left) Reps. Peter Kostmayer, Thomas Foglietta, Robert Edgar, and William Gray III, all of Pennsylvania. Inset: the bill now pending in the U.S. Senate.

The decision on ADEA's future will, of course, be made in the halls of Congress. But in less hallowed halls around the country, NEA members are doing their part to demonstrate the bill's growing grassroots support.

The ADEA Formula

To figure your school district's first-year entitlement under ADEA, simply multiply your average daily attendance total by $50.

All summer and fall, NEA's Congressional Contact Teams orchestrated "town meetings" across the United States to bring together members of Congress with community leaders from every walk of life who support the ADEA. Some 100 such meetings have taken place since late last May, in about 40 states.

"We cry out for the kind of help the ADEA will provide to our district," exclaimed Sheri Jeter, a science teacher in Ft. Towson, Okla., in testimony before a town meeting with Rep. Wes Watkins (D-Okla.).

In Pennsylvania, representatives of business, education, and labor from five neighboring congressional districts came together at a town meeting in Philadelphia to make the case for the ADEA's passage.

Mike Burke, an NEA Congressional Contact Team member and a teacher in a gifted program in Unionville, Pa., reports that a message he heard repeatedly during the day was that true national defense rests on internal strength as much as external armaments.

"It's time to rebuild America, and that begins with education," testified Randy Canale, president of Pennsylvania's AFL-CIO Delaware County Council.

At a town meeting in the home district of Rep. Gerry Sikorski (D-Minn.), a top-ranking computer executive—Control Data's vice-president for academic strategy, William Ridley—compared the ADEA to its historic predecessor, the National Defense Education Act (NDEA) of 1958. Passage of that crucial federal legislation, he recalled, paved the way for America's successful space program and other technological advances.

"We are paying for the decline in emphasis on math and science programs in recent decades," Ridley reflected.

The nationwide grassroots activity on behalf of ADEA began to produce its intended effect on Capitol Hill in late October, as a key House of Representatives committee opened the first hearings on the bill.

"The ADEA, when introduced a year and a half ago, was seen as 'dream' legislation—something too adventurous, too substantial, and too innovative for the American people to even contemplate accepting," NEA President Mary Hatwood Futrell told the House panel.

Since then, Futrell noted, some 192 members of the House and 26 members of the Senate have signed on as ADEA cosponsors *(see list below)*—and bipartisan support for the bill is building every day.

To keep the drive for ADEA going, NEA sponsored a special three-week ad campaign this fall on major Washington, D.C., radio stations. The 60-second spots, one of which featured a message from National Teacher of the Year Lee Hay, asked listeners to urge their U.S. representatives and senators to support the legislation.

NEA's lobbyists now anticipate that if the growing momentum behind the ADEA can be sustained, the measure could pass Congress as early as late summer or fall of 1984. That timing couldn't be better.

"Nothing would please me more than to have Congress deliver the ADEA to President Reagan right before next year's election," declares NEA President Futrell. "Then he'd have a chance to show the nation how he really feels about education."

—Vicky Lytle

Joe Di Dio

State Association leaders testify at House Education and Labor Committee hearing on ADEA. From left: Georgia's Carolyn Lee, Oregon's Mike Persons, Massachusetts' Carol Doherty.

ADEA Sponsors On Capitol Hill

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Sen. Howell Heflin (D)
Rep. Tom Bevill (D)
Rep. Ben Erdreich (D)

Alaska
Rep. Don Young (R)

Arkansas
Sen. David Pryor (D)
Rep. Bill Alexander (D)
Rep. Beryl Anthony (D)

California
Rep. Douglas Bosco (D)
Rep. Robert Matsui (D)
Rep. Victor Fazio (D)
Rep. Sala Burton (D)
Rep. Barbara Boxer (D)
Rep. George Miller (D)
Rep. Ronald Dellums (D)
Rep. Fortney Stark (D)
Rep. Don Edwards (D)
Rep. Tom Lantos (D)
Rep. Tony Coelho (D)
Rep. Leon Panetta (D)
Rep. William Lehman (D)
Rep. Henry Waxman (D)
Rep. Edward Roybal (D)
Rep. Howard Berman (D)
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Rep. Julian Dixon (D)
Rep. Augustus Hawkins (D)
Rep. Matthew Martinez (D)
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Rep. Patricia Schroeder (D)
Rep. Timothy Wirth (D)
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Rep. Hank Brown (R)
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Rep. Barbara Kennelly (D)
Rep. Sam Gejdenson (D)
Rep. Bruce Morrison (D)
Rep. Stewart McKinney (R)
Rep. William Ratchford (D)

Delaware
Sen. Joseph Biden (D)
Rep. Thomas Carper (D)

Florida
Rep. Lawrence Smith (D)
Rep. William Lehman (D)
Rep. Claude Pepper (D)

Georgia
Rep. Lindsay Thomas (D)
Rep. Charles Hatcher (D)
Rep. Wyche Fowler, Jr. (D)
Rep. Newt Gingrich (R)

Hawaii
Sen. Daniel Inouye (D)
Sen. Spark Matsunaga (D)
Rep. Cecil Heftel (D)
Rep. Daniel Akaka (D)

Illinois
Rep. Gus Savage (D)
Rep. Cardiss Collins (D)
Rep. Lane Evans (D)
Rep. Richard Durbin (D)
Rep. Melvin Price (D)

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Rep. Katie Hall (D)
Rep. Phillip Sharp (D)
Rep. Frank McCloskey (D)
Rep. Andrew Jacobs, Jr. (D)

Iowa
Rep. Jim Leach (R)
Rep. Neal Smith (D)
Rep. Tom Harkin (D)

Kentucky
Sen. Walter Huddleston (D)
Rep. Carroll Hubbard, Jr. (D)
Rep. Romano Mazzoli (D)
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Sen. Paul Sarbanes (D)
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Rep. Barbara Mikulski (D)
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Rep. Parren Mitchell (D)
Rep. Michael Barnes (D)

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Sen. Edward Kennedy (D)
Sen. Paul Tsongas (D)
Rep. Barney Frank (D)
Rep. James Shannon (D)
Rep. Nicholas Mavroules (D)
Rep. Edward Markey (D)
Rep. Joe Moakley (D)
Rep. Gerry Studds (D)

Michigan
Sen. Carl Levin (D)
Sen. Donald Riegle (D)
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Rep. Carl Pursell (R)
Rep. Howard Wolpe (D)
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Rep. Dale Kildee (D)
Rep. Donald Albosta (D)
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Rep. David Bonior (D)
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Rep. Harold Ford (D)
Rep. John Dingell (D)
Rep. Sander Levin (D)

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Rep. Vin Weber (R)
Rep. Bruce Vento (D)
Rep. Gerry Sikorski (D)
Rep. James Oberstar (D)

Mississippi
Sen. Thad Cochran (R)
Sen. John Stennis (D)
Rep. Wayne Dowdy (D)

Missouri
Rep. William Clay (D)
Rep. Robert Young (D)
Rep. Richard Gephardt (D)
Rep. Ike Skelton (D)
Rep. Harold Volkmer (D)

Montana
Sen. Max Baucus (D)
Rep. Pat Williams (D)
Rep. Ron Marlenee (R)

Nevada
Rep. Harry Reid (D)

New Hampshire
Rep. Norman D'Armours (D)

New Jersey
Sen. Bill Bradley (D)
Sen. Frank Lautenberg (D)
Rep. James Howard (D)
Rep. Bernard Dwyer (D)
Rep. Robert Roe (D)
Rep. Robert Torricelli (D)
Rep. Frank Guarini (D)

New Mexico
Sen. Jeff Bingaman (D)
Rep. Bill Richardson (D)

New York
Sen. Daniel Patrick Moynihan (D)
Rep. Thomas Downey (D)
Rep. Gary Ackerman (D)
Rep. Major Owens (D)
Rep. Charles Rangel (D)
Rep. Ted Weiss (D)
Rep. Matthew McHugh (D)
Rep. Henry Nowak (D)

North Carolina
Rep. Walter Jones (D)
Rep. Ike Andrews (D)
Rep. C. Robin Britt (D)
Rep. Charles Rose (D)
Rep. W.(Bill) Hefner (D)
Rep. James Clarke (D)

North Dakota
Sen. Mark Andrews (R)
Sen. Quentin Burdick (D)
Rep. Byron Dorgan (D)

Ohio
Rep. Thomas Luken (D)
Rep. Tony Hall (D)
Rep. Marcy Kaptur (D)
Rep. Dennis Eckart (D)
Rep. John Seiberling (D)
Rep. Edward Feighan (D)
Rep. Mary Rose Oakar (D)
Rep. Louis Stokes (D)

Oklahoma
Sen. David Boren (D)
Rep. Michael Synar (D)
Rep. Wes Watkins (D)

Oregon
Rep. Les AuCoin (D)
Rep. Ron Wyden (D)
Rep. James Weaver (D)

Pennsylvania
Rep. Thomas Foglietta (D)
Rep. William Gray III (D)
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Rep. Joseph Kolter (D)
Rep. Robert Edgar (D)
Rep. Peter Kostmayer (D)
Rep. Frank Harrison (D)
Rep. John Murtha (D)
Rep. William Coyne (D)
Rep. Doug Walgren (D)
Rep. Joseph Gaydos (D)
Rep. Austin Murphy (D)

Rhode Island
Rep. Fernand St. Germain (D)
Rep. Claudine Schneider (R)

South Carolina
Sen. Ernest Hollings (D)
Rep. Butler Derrick (D)
Rep. John Spratt (D)
Rep. Robin Tallon (D)

South Dakota
Rep. Thomas Daschle (D)

Tennessee
Sen. James Sasser (D)
Rep. Marilyn Lloyd (D)
Rep. William Boner (D)
Rep. Albert Gore, Jr. (D)
Rep. Ed Jones (D)
Rep. Harold Ford (D)

Texas
Rep. Charles Wilson (D)
Rep. Ralph Hall (D)
Rep. John Bryant (D)
Rep. James Wright, Jr. (D)
Rep. E. (Kika) de la Garza (D)
Rep. Ronald Coleman (D)
Rep. Mickey Leland (D)
Rep. Henry Gonzalez (D)
Rep. Abraham Kazen, Jr. (D)
Rep. Martin Frost (D)
Rep. Michael Andrews (D)
Rep. Tom Vandergriff (D)
Rep. Solomon Ortiz (D)

Virgin Islands
Rep. Ron De Lugo (D)

Virginia
Rep. G. William Whitehurst (R)
Rep. Norman Sisisky (D)
Rep. Frederick Boucher (D)

Washington
Rep. Joel Pritchard (R)
Rep. Allan Swift (D)
Rep. Don Bonker (D)
Rep. Thomas Foley (D)
Rep. Norman Dicks (D)
Rep. Michael Lowry (D)
Rep. Rod Chandler (D)

West Virginia
Sen. Jennings Randolph (D)
Rep. Allan Mollohan (D)
Rep. Harley Staggers, Jr. (D)
Rep. Robert Wise (D)
Rep. Nick Joe Rahall (D)

Wisconsin
Rep. Lee Aspin (D)
Rep. Clement Zablocki (D)
Rep. Jim Moody (D)

State Side

WEST

No one in Colorado can remember an autumn when 11 school boards had to hold mill levy elections. But when the first seven passed this October, mostly by wide margins (the last four occurred after press time), many Coloradans concluded that a new era of citizen commitment to education was at hand.

Severe cutbacks in state education spending, local district commitments to increase staff salaries, and a change in procedures making it harder for school boards to raise local property tax rates *without* going to the voters—all coincided to bring on the sudden round of balloting.

The election wins resulted from "tremendous community cooperation among local teachers Associations, superintendents, and business," reports Colorado Education Association President Gordon Heaton.

While the state-level problems remain to be worked out, "the public appears to be eager to pay more for better schools," Heaton says, "and I hope the U.S. Congress and the Colorado legislature take note."

MID-ATLANTIC

North Carolina's teachers are accruing paid vacation leave for the first time, thanks to lobbying efforts by the North Carolina Association of Educators.

A new state law lets teachers and other school workers with five or more years of experience accumulate leave at the same monthly rate as state employees who work year-round. For school people, this adds up to 14 to 21½ leave days a year, depending on their years of service.

Previously, the only vacation days school workers got were the holidays built into the school calendar. Such days still make up the first 10 leave days each year. The remaining 4 to 11½ days come from inservice or planning days if employees' attendance is not required.

But districts may require attendance at up to 8½ such days a year. To prevent these mandatory days from having a *Catch-22* effect, school workers may retain up to 30 unused vacation days from one calendar year to the next, and get paid for them upon resignation or retirement.

MIDWEST

Being the leading candidate for a position in one school district doesn't disqualify a teacher from receiving unemployment compensation after being RIFfed in another district.

So ruled the Minnesota Department of Economic Security's unemployment insurance division in an appeal by the Minnesota Education Association on behalf of one of its members.

After Jeanne Brown was RIFfed from her teaching position in Le Sueur, she received unemployment compensation payments from the district. She applied for a job in Faribault and learned that she was the leading candidate for the position.

When she accepted the job three weeks later, her new district argued that Brown had been ineligible to receive unemployment compensation because, as the leading candidate, she had "reasonable assurance" of employment.

MEA leaders find it interesting that the Le Sueur school district didn't challenge the payments—and suspect the Faribault district brought the challenge hoping to stave off future unemployment compensation claims by teachers who might be laid off there.

SOUTHEAST

Can school boards use test scores to fire experienced teachers? No way, says the South Carolina Education Association.

In 1968, the state department of education discontinued its practice of grading teachers' certificates (A, B, C, or D) on the basis of National Teacher Examination scores. But in early 1982 the Marion County school board decided to resurrect the old grades and dismiss any teacher holding less than a 'B' certificate.

There were no 'D' certificate holders in the county, but three 'C' teachers—with a total of more than 50 years of teaching experience among them, plus many satisfactory evaluations—fell victim to the policy. The three had taken the NTE in the late 1960s and earned scores that ranked 'C' certificates.

The irony was that other teachers in the county had *lower* NTE scores—but they held higher-graded certificates, because they'd taken the test earlier, when the grading scale was different.

SCEA challenged the school board in court—and won. In early October the three teachers were reinstated with full back pay and benefits by order of a federal judge.

NORTHEAST

When it comes to public support of private schools, NEA-Rhode Island contends, "enough is enough."

That's the theme of the Association's new multimedia campaign—partially funded by NEA—to convince the public that tuition tax credits could spell disaster for the public schools.

It's a theme that runs counter to prevailing public opinion in a heavily Catholic state that's come precariously close to enacting tuition tax credit legislation in the past.

NEA-Rhode Island's message will be relayed through billboards, radio and newspaper ads, and community awareness projects.

PACIFIC

In the half-dozen strikes that rocked Washington State at the beginning of the school year, salary was never the issue. It *couldn't* be: a 1980 state law limits school workers' salary increases to levels controlled by the state.

The law's effect has been to bring the state's public school employees up (but mostly down) to a single statewide salary schedule. As a result, some Washington school workers are entering their fourth year without a raise.

The inability to bargain over salaries has led to bitter conflict over other issues. Washington Education Association (WEA) affiliates have fought hard to secure whatever gains the law allows, and their determination has paid off: this fall's strikes have ended with settlements that are satisfactory or better on such points as fringe benefits, class size, and school calendar.

But securing a satisfactory contract can't end the resentment of school workers whose real bargaining adversary, the legislature, isn't even at the table.

"Even if the state were more generous," maintains WEA President Reese Lindquist, "the problem would remain, because it's an issue of control—of just what collective bargaining is to mean in Washington State."

NJEA OFFERS SOLUTION

Math/Science Shortage Grows

Joe Di Dio

"Potential Einsteins are being lost forever because the schools are letting them down," warns award-winning New Jersey science teacher George Hague.

Joe Di Dio

"In one period of a year and a half, we lost 11 math teachers to industry in a staff of 25," says Mary Dell Morrison, a Maplewood (N.J.) math teacher and winner of a 1983 Presidential Award for Excellence in Science and Mathematics Teaching.

It's a "brain drain" of crisis proportions. Industry is outbidding the public schools for mathematics and science talent.

"There is no new generation of eager young science teachers coming into the classroom," warns George Hague, Jr., a Bernardsville science teacher who was one of two New Jersey winners of 1983 Presidential Awards for Excellence in Science and Mathematics Teaching.

"The Russians graduated more new physics teachers last year than the total number of physics teachers in the U.S.," Hague says.

The growing shortage of math and science teachers has aroused concern among national leaders, but one of the first concrete solutions appears to come from the New Jersey Education Association (NJEA), which has developed a five-year, $17 million legislative proposal to relieve the shortage.

The proposed four-bill package would provide stipends for instruction in math and science to experienced teachers working in fields of surplus. The state would pay 85 percent of the retraining costs, with local districts picking up the rest.

If passed, the package would require school districts to determine what staffing changes will become necessary in both the short and long terms. Districts would be required to identify teachers facing possible layoff and to make known to the commissioner of education future openings over the next five to ten years in such subjects as math, science, and computer education.

As an adjunct to the bill, NJEA issued a 24-page policy statement outlining the dimensions of the crisis and offering detailed recommendations for its solution. Among the statistics:

- In 1981, 42 states declared a shortage of secondary science teachers.
- The number of college students prepared to teach high school math has dropped during the past decade by 77 percent. For science, the number has dropped by 65 percent.
- More than half the newly hired math teachers nationwide have been employed on an emergency basis because school officials could not find qualified teachers.

Local Look

SOUTH CAROLINA

When the local and state Associations halted Allendale County school board efforts to fire a teacher for alleged tardiness, the board retaliated.

Using all the judgment and skill of plantation overseers—and making questionable use of tax dollars—the board spent some $3,000 to purchase time clocks and mandated that all county teachers and other nonadministrative personnel punch in and out of school each day.

The Allendale County Education Association (ACEA) urged the board to return the clocks and use the money for instructional materials as taxpayers intended—but the board refused.

"This same school board is asking teachers to ration the amount of paper they use in the classroom," says ACEA President Wilda Robinson. "It's ridiculous!"

ACEA is now looking toward the next school board elections and planning to elect new board members with more maturity of judgment. Meanwhile, county teachers must endure a board whose concerns lie more with tyrannical rule than with education.

"With each punch of the clock we'll be counting off the days until Election Day in June of 1984," Robinson promises.

TENNESSEE

The Greene County Education Association (GCEA) has endured several years of rocky negotiations with the local school board, but it recently left the bargaining table with a three-year contract that's one of the best in the state.

The new contract—the second since GCEA gained bargaining rights in 1978—provides some firsts for county teachers: a local pay supplement above the state-mandated amount; grievance procedures; and transfers, layoff, and recall based on seniority.

"We helped elect three new board members, and that made all the difference," Pierce explains. "We finally went to the table with a spirit of cooperation on both sides. Now, after five years, GCEA has won its first *good* contract."

KANSAS

In the UniServ district that serves West Central Kansas, Association members got their membership cards this year from messengers clad in T-shirts emblazoned with *HUG* in red, white, and blue letters.

The messengers also carried tote bags with the same logo, from which they distributed membership directories and postcards that said "Thank you for helping to build the future."

The personalized delivery service was part of *HUG—Help Us Grow*—the theme of the 1983 membership campaign. The UniServ district wanted to reward the steady members who join year in and year out, no matter what.

Also part of the effort was a drawing for 25 free Kansas-NEA memberships, open to old members who persuaded at least one new member to join.

HUG did what it was designed to do. Says district president Donita Kerbs, "Despite heavy RIFs at the end of last year, by mid-October membership was running 100 people ahead of a year ago. We're confident it will end up ahead of last year's final tally."

RHODE ISLAND

When the South Kingstown Association of Clerical-Technical Personnel went on strike in September over the issue of pay equity, the support of local teachers made all the difference.

Teachers joined in the three-day strike, displaying their support for the all-female clerical-technical local, which charges that sex-discrimination has made it the lowest-paid employee group in the school district. The local had sought to resolve some of the inequities by matching the 8 percent salary increase won by both teacher and custodian bargaining units.

The aides and clerks had been offered 4 percent initially, but with the resolution they showed throughout the strike, they ultimately got 7 percent.

"We couldn't have done it without the support of the teachers," declares Marilyn McKiel, local president. "The teachers recognize the amount of work we do for the pay we get, so they knew we certainly weren't being unreasonable."

MICHIGAN

The Port Huron school district became the first in the state to try to implement a form of merit pay—and the Port Huron Education Association was the first of 43 Association locals in the state to go on strike this fall.

PHEA President Steve Blackledge describes the board's "incremental earning" proposal as a "demerit" pay plan.

The plan called for teachers to complete a required amount of community service and other extracurricular activities in order to qualify for annual increments. Teachers would earn up to 20 points for activities ranging from supervision of Scout troops to leadership in educational organizations—with the exception of teachers' unions.

"It's not as if we don't do volunteer work already," Blackledge says, "but this proposal had nothing to do with excellence in the classroom. It was insulting."

Two weeks after PHEA went on strike, the board withdrew the proposal.

"The turning point came when the board realized the solidarity between the membership and Association leaders," Blackledge reports. "Board members knew we wouldn't return to the classroom with that proposal on the table."

KENTUCKY

Fort Knox Teachers Association members, who are federal employees, have won a decision from the Federal Labor Relations Authority (FLRA) overruling a change made by their school board without Association approval.

The change involved teachers who, for compelling personal reasons, must leave school before the end of duty time but after classes are dismissed. The district wanted to start charging the teachers leave time.

The FLRA said it couldn't do so, ruling that "past practice" permitted teachers to leave without any charge to their leave time and that any unilateral change is prohibited by the three-year contract the Association negotiated last year.

CALIFORNIA: NO ROLLBACK IN OAKLAND

Community Backs Teacher Win

Teachers want a fair and just Contract On Strike
OAKLAND EDUCATION ASSOCIATION
Fighting For Quality Education
OEA
Eric Luse, San Francisco Chronicle

Oakland teachers rally at City Hall. Their brief strike yielded a contract that boosts salaries by 14 percent over two years.

A four-day strike this fall by California's Oakland Education Association ended in a solid victory for the district's 3,500 teachers.

The turning point came on October 6, when a crowd of some 5,500 teachers, students, parents, and other citizens marched on city hall and persuaded the mayor to urge the school board to bargain in good faith.

Teachers' strong community support, as demonstrated by the size of the march, was the product of several months of work by the Association. Members had demonstrated at school board meetings, passed out leaflets at shopping centers, and visited meetings of parent and business groups to explain their position.

After school opened this fall, OEA members worked without a contract until it became clear that things were going nowhere at the bargaining table.

The board was trying to take back the gains of previous years, from class size ceilings to preparation time. It was also trying to shift the cost of fringe benefits onto the staff, a tactic that would have saved the district—and cost members—more than 10 percent of the total payroll.

The strike began with 88 percent of the teachers participating and ended with 98 percent. Student support, expressed by staying out of school, grew from 52 percent the first day to 81 percent on the fourth and last.

In the end, the Oakland board yielded all the major points to a staff it had believed would never strike—and also committed itself to a 7 percent pay raise this November and another in July.

The proposed new contract was quickly ratified by a vote of 96.3 percent of the teachers.

Before taking on the Association, board members should have checked recent local history: many of the contract clauses they were trying to roll back this time were won in 1977 in a highly successful OEA strike against then-superintendent Ruth Love. (Love has since moved on to Chicago, where as superintendent she sat out a three-week-long AFT strike this fall.)

"We're proud to be Association members and proud to be Oakland teachers," says OEA president Roger Gooden, a junior high social science teacher.

"We're coming in from the trenches with our morale high," he adds, "and now we're going to turn our efforts to giving Oakland students the finest education in our power."

IN THE CLASSROOM

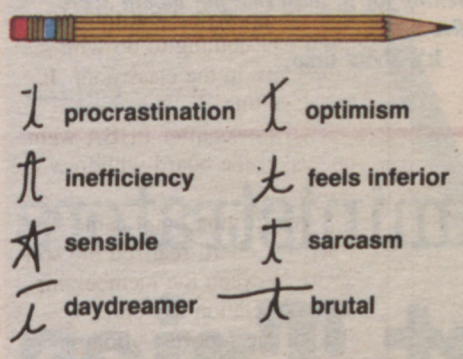
Can Handwriting Analysis 'Penpoint' Students' Strengths and Weaknesses?

by Vicki Haddock

Most Americans would say handwriting analysis bottoms out on their credibility scale about even with palm reading and astrology. They associate it with gypsies and traveling carnivals, not with counselors and board rooms.

But handwriting analysis is quietly taking on respectability among corporate personnel officers and teachers—both groups that need all the information they can get about the people they deal with.

The *Wall Street Journal* estimates that about 2,000 American companies now use handwriting analysis in deciding which applicants to hire. And a growing number of universities are following the lead of New York's New School for Social Research by offering courses in graphology (handwriting analysis).



According to graphologists, handwriting is as unique as a fingerprint—so the chance of one child's handwriting matching another's is about 1 in 70 trillion. So, they say, a teacher can collect the first batch of "What I Did on My Summer Vacation" papers and immediately have a wealth of knowledge on hand.

Hundreds of teachers across the country agree. They're already using the methods of graphology—analyzing size of letters, margins, spaces between words and letters, pressure, slant, loops, lines, and squiggles—to spot students' personality and learning characteristics.

How could handwriting analysis help teachers? Advocates give examples:

► Suppose Michael dots every *i* with a circle, a sign that he craves attention. From day one, Michael's teacher can give him extra encouragement—so he'll never have to command attention by lighting firecrackers in the school library.

► Maybe Melissa and Chris never close their *a*'s and *o*'s and both slant their writing forward. Their teacher can note that both students are talkative and put them on opposite ends of the seating chart.

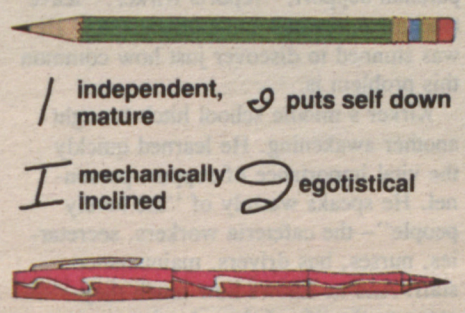
► If Sara crosses every *t* far above its stem, her teacher can take warning: this student's unrealistically high expectations put her on a collision course with reality. Graphologists say these students often are the ones who use alcohol or drugs to escape failure.

Although graphology is growing in popularity, it's far from being accepted as a science in this country. Two clinical psychologists with very different views speak on the topic for the American Psychological Association. One of them, Sam Toombs of Houston, has just completed a review of scientific studies on graphology. He maintains, "There is absolutely no evidence to connect handwriting analysis with personality. The studies that support it are just not valid."

But Herry Teltscher of New York City not only believes in handwriting analysis but uses it. In recent years he's testified before courts in New Jersey and Pennsylvania on how emotional disturbances or mental disorders can affect handwriting.

And little as Americans believe in graphology, Europeans have long embraced it, preferring it to other projective psychological tests, including the inkblots of the Rorschach test. Most European countries license graphologists and require education students to study graphology. Twelve major European universities offer doctoral degrees in handwriting analysis.

Graphology advocates say teachers should understand the science of handwriting not only to help students but to avoid harming them.



"I advise teachers to give the fundamentals of handwriting and then allow the kids some options," says Carolyn Fiala of Ardmore, Okla., who used graphology on her junior high students for 10 years and now gives workshops on the subject. "Let children develop a style of writing that fits their own personality. Who says there's only one way to make an *m*?"

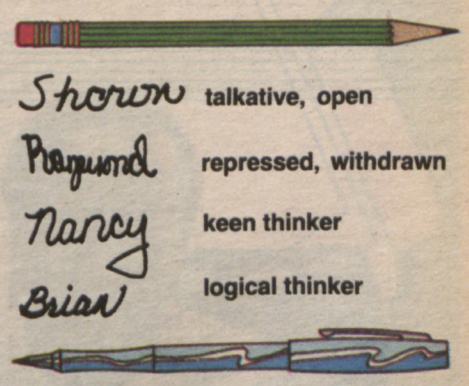
The biggest mistake a teacher can make, according to the analysts, is to try to change the way a student slants writing: if Julie slants her script to the left, she is shy and insecure. A teacher who forces her to slant her writing to the right may cause learning problems, stuttering, or trauma. "The way we slant is the foundation of our very personality," Fiala maintains. "Never mess with the slant."

As graphology moves into the classroom, many people fear they see the handwriting on the wall—a future of potential misuse and abuse. Civil libertarians dread the thought that a teacher might decide certain children are prone to violence because of the way they loop their *y*'s and *g*'s.

Handwriting analysts contend that there's nothing to fear—that 75 percent of all writing traits are positive. But even some graphologists worry that teachers may attend one quick seminar and start labeling pupils.

Students' immaturity presents another problem. Daniel Anthony, who for years taught advanced graphology at the New School for Social Research, believes that because children haven't had enough time to develop their own style, analyzing their writing is "largely useless."

On the other hand, Chicago principal David Grayson maintains, "Children's writing is different from that of adults,



so we treat it that way. Children have large mood swings: if the kid forgot to bring lunch or missed the bus, his or her writing will reflect the bad day."

With school budgets less than adequate, handwriting analysis may have a hard time gaining ground in public schools for the next few years. But chances are it won't run out of ink.

Graphologists argue that since money for counseling and support services is vanishing, teachers need more than ever to be able to quickly discover the best way to meet students' needs. Their solution is to simply let the fingers do the talking.

Vicki Haddock is a reporter for East Bay Publishing, a chain of Northern California newspapers, and a free-lance writer in Novato, California.

Let Their Fingers Do the Talking

Here's how teachers trained in handwriting analysis begin deciphering written clues.

First, give each student an unlined piece of paper and have the class write whatever comes into their heads until they fill the page. Have them sign the work and hand it in. Then follow these clues, remembering that they only *suggest* traits.

Margins	
narrow left	tied to past
narrow right	tied to future
both wide	rooted in present
Letters a, o	
open	talkative
closed	reticent
Tilt of lines	
uphill	optimistic
downhill	pessimistic
straight	realist
Slant	
slight right	open, self-confident, people-oriented
extreme right	expressive, impulsive, maybe violent
slight left	aloof, self-centered, cold
extreme left	rejected, defiant, isolated
straight up	practical, controlled, loner.
Signature	
fancy	wants more attention
simple	comfortable with self

NEW TWISTS IN EDUCATION

K–12 Revisited

From Hallowed Halls ...to Hall Patrol

Ted Fritz

Paradise revisited? Not quite. But school of education professor John Kirker, here lecturing a social studies class at Eastmoor High School in Columbus, Ohio, says his "tower-to-trenches" experiment "reactivated my pride in the profession."

He didn't exactly reenact Dante's journey through the Inferno, but John Kirker did endure some hellish moments. But the heavenly ones easily outnumbered them. And the divine knowledge he acquired made the entire venture worthwhile.

Kirker, chair of the Education Department at Capital University in Columbus, Ohio, used his sabbatical leave to return to the public school classroom after a 25-year hiatus from his days as a third grade teacher. But unlike Dante, he didn't make the trip as a spectator.

Kirker plunged directly into the fire, willingly accepting cafeteria duty and corridor patrol. He describes these tasks as "attempts to control the uncontrollable" and believes "a public school teacher can receive no greater gift than a temporary reprieve from these assignments."

Ted Fritz

Kirker claims the best K-12 teachers share the gift of "helping children learn to love and love to learn."

Fortunately, life among the devils at their most devilish didn't consume the bulk of Kirker's time. His main responsibilities were in the classroom—a month at Montrose Elementary School in Bexley, Ohio, and one month each at Johnson Park Middle School and Eastmoor High School in Columbus. Revelations were everywhere.

At the elementary level, Kirker experienced first-hand the frustrations of dedicated teachers whose best intentions were thwarted by uncooperative parents. "Repeated and futile attempts to elicit parental support," reports Kirker, "leave teachers enervated and exasperated." He was stunned to discover just how common this problem is.

Kirker's middle school hitch brought another awakening. He learned quickly the vital importance of support personnel. He speaks warmly of "the lovely people"—the cafeteria workers, secretaries, nurses, bus drivers, maintenance staff. And he knows how much they mean to the life of the school.

But maybe Kirker's most important insight came from his conversations with teachers. They appreciated him and welcomed him warmly. But they never hesitated to drive home a message intended for all teacher educators: "It's about time." About time for education profs to descend into the trenches. About time for those who teach teachers to find out exactly what challenges those teachers face—every hour of every day.

Kirker agrees. In fact, reflecting on his three-month experience brought him to a heavenly conclusion: "I began to feel a deep need for the teacher education profession to embark upon a revolutionary movement—*that of requiring all education instructors to return to a public school setting for at least one full month every five years.*"

It's about time.

—Carl Luty

Merit Pay for Administrators

Illinois District Tries Something Different

Dowagiac Daily News

Administrators must be academic leaders, says West Harvey-Dixmorr, Ill., Superintendent G. Edward Smith.

What's this—merit pay for administrators?

That's right. In Illinois' West Harvey-Dixmorr school district, Superintendent G. Edward Smith and the school board have instituted a plan that links administrators' salaries (including Supt. Smith's) to the academic performance of the district's 2,300 K-8 students.

Put into effect last August, the plan combines the traditional methods for evaluating school administrators (including the district's six principals) with another component—student scores on standardized tests—to determine how much of an annual pay raise, if any, an administrator deserves.

This year, 20 percent of an administrator's performance evaluation will be based on the rise or fall of those student scores. Next year, 30 percent of the evaluation will rest on student achievement.

The merit pay plan, says Smith, "is a means to an end—part of a five-year project to improve the academic achievement of our students. The school board has said it no longer wishes to reward administrators with higher pay while they're presiding over an academic graveyard."

Smith, in his 20th year in education, and formerly assistant superintendent in a rural Michigan school system, believes that effective administration rests heavily on knowing what's going on in the classroom. Consequently all building principals must spend a certain number of hours not only observing students and teachers, but actually teaching students.

Smith says the district's administrators favor the merit pay system, "though with some anxiety."

West Harvey teachers say that because the plan is still so new, it's difficult to assess results. But they've already seen one positive development.

"Teachers have told me they feel good about the administrators' paying regular visits to the classroom," says West Harvey Education Association President Gladys Kendrick. "The administrators are walking in our shoes—finding out what it's really like."

The emphasis, adds Supt. Smith, "is on helping teachers do a better job. They've been neglected too long."

—Bill Fischer

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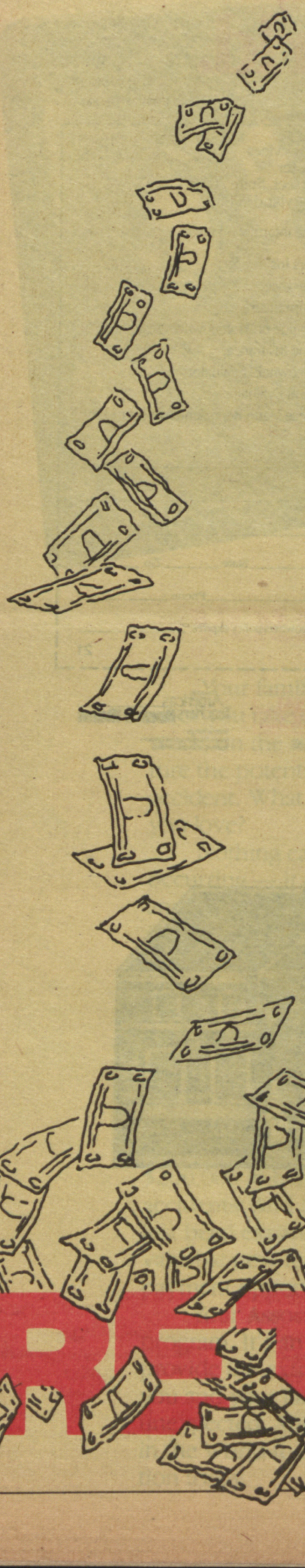

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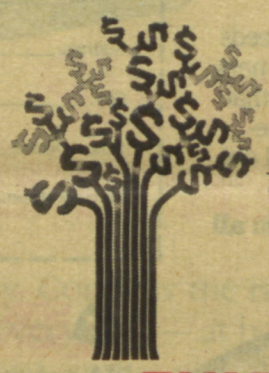

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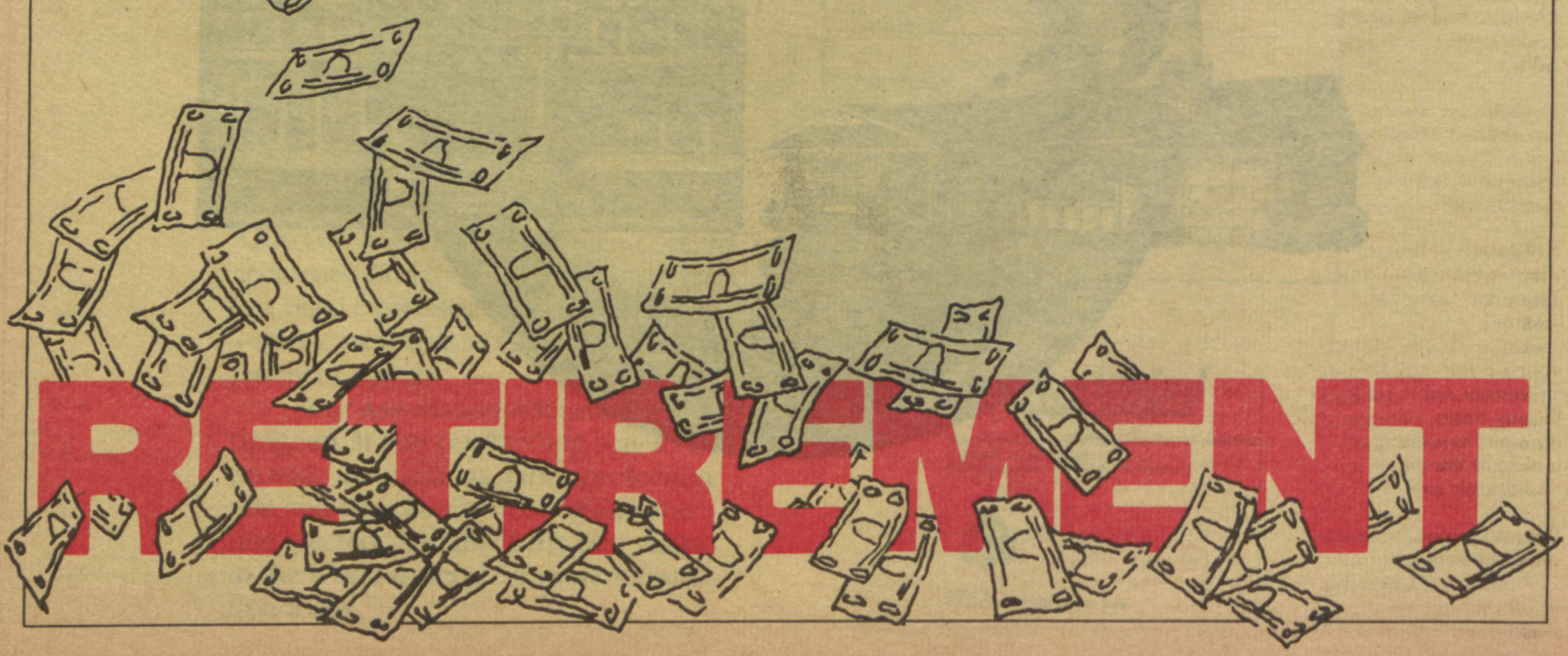

RETIREMENT

Meet:

Patricia Nakashima

Norton Pearl

Feeling the Pinch of Prop 13

San Jose, in the heart of California's "Silicon Valley," is in dire financial straits. It's an affluent San Francisco Bay Area community that's been cutting back on public services ever since Proposition 13 slashed property tax rates five years ago.

Among the hardest hit are the schools. Last June, the 31,500-student San Jose Unified School District declared bankruptcy—the first district in the nation to do so since 1943.

***Pat Nakashima** teaches French and Spanish at Gunderson High. A 17-year teacher, she is deeply disturbed by what's happening to San Jose's schools—once considered among the best in the country.*

Nakashima discussed her community's dilemma, her language students, and her life as a native Californian with NEA Communications staffer Marian Clayton.

Have you begun to see the effects of the district's bankruptcy at Gunderson?
Not in programs or in layoffs. We were already devastated by those kinds of cuts two years ago. But our salaries have been rolled back to 1981-82 levels.

Your local Association negotiated a 1981-84 contract that provided teachers with a sizeable pay increase over the three-year period. What's the status of that?
The school board claimed that it couldn't pay the raise and in fact that our contract was in part responsible for the bankruptcy! A bankruptcy judge ruled that the board didn't have to honor the contract. Right now, the San Jose Teachers Association is appealing that decision to the U.S. District Court.

How is teacher morale?
Very low. It's difficult enough for me—a single person—but for teachers with families, things are really tough.

Is it because of the lack of a salary increase that you moonlight as an "extra" in a bookstore?
I started working in the bookstore five years ago. Originally, my intention was to get Social Security credits, since teachers here don't have that option. I must admit that the job is a financial help now.

Does this second job interfere with your work as a teacher?
No. I work part-time—usually two afternoons a week for two hours—at the bookstore, and teaching is my priority. If I find that I have to reconcile a problem between the two jobs, I just tell my employers at the bookstore that I can't come in.

How did you happen to study Spanish and French?
I've always had an interest in languages. I studied French in high school and decided in my senior year that I wanted to teach. I also wanted to travel. So those were my basic considerations.

You never had an interest in studying Japanese?
Oh yes, but Japanese isn't taught in San Jose public schools—except in adult education classes. I will eventually study Japanese.

I assume, then, that you aren't fluent in the language. Did you learn any Japanese from your parents?
Some, but mostly English. My father attended schools in Japan but learned English. My mother went to school here. She's fluent in both languages.

When I visited Japan with my family, I had to use a dictionary to keep up.

Were any of your relatives involved in the internment of Japanese Americans during the Second World War?
I was born in Tulelake—an internment camp on the California-Oregon border. One of my brothers, who is a year younger than I, was born in another camp in Topaz, Utah. By the time my second brother was born, we were here in San Jose. I was much too young to remember the camp.

Do your parents talk about the experience?
Rarely. It didn't have a lasting effect on them, as it did on some of my other relatives.

I visited Tulelake a year ago just to see what it was like.

What were your impressions?
Tulelake is a desolate area, a small community with just a grocery store and a wildlife preserve. The barracks with barbed wire fences around where we lived are still there.

I've experienced subtle forms of prejudice in my life, but nothing as overt as I met there in 1982.

What happened?
When I arrived, I asked a teenage boy for directions. He referred to the internment camps as "jap camps." I flinched. I reacted strongly to his reference—but I react the same when I hear any racial epithet.

Norton Pearl

Do you take any responsibility for Japanese-American students here?
Not particularly. We have a large number of foreign students, and I'm one of the sponsors of our international club. Students from Japan, Denmark, Finland, France, Brazil, Turkey, Korea, Vietnam, and China are members.

The club is open to anyone who has a C average. We just organized last school year, but so far we've had a car wash, pot luck dinner, popsicle sale, a weekend with students from the Palo Alto system—and a presentation to the student body, where the foreign students talked about the differences between their schools back home and ours.

What were the major differences?
Most talked about the number of choices of programs a student has in American schools as compared to theirs. In some countries, students have to take tests before they can even enter high school. Students who take trades instead of academic courses find that they're no longer a part of the high school environment.

With so many of the students at Gunderson either foreign-born or the children of naturalized Americans, are your language teaching methods different from those used in schools with more native English speakers?
No. We normally get the better students—American or foreign—in these classes. Foreign languages aren't required subjects, and students who enroll are usually college-bound. They know that colleges are renewing their interest in foreign language. First-year classes are pretty much the same as anywhere else. Students in advanced classes are *really* interested in languages.

The native speakers of a language tend to help their American-born classmates—who in turn help *them* with English.

I understand the spirit of cooperation, but let's take a first-year Spanish class—half the students are American-born, the other half are from Mexico. Won't the Mexican students have a definite advantage?
They won't, because Mexican students make the kinds of mistakes in Spanish that American students make in English. They may sometimes be at a disadvantage because they have to *un*learn so many things.

Is there a bilingual education program here?
This is an English-as-a-second-language school, so we have a teacher who works with students whose native language isn't English.

I have mixed feelings about bilingual education. It's important for kids to continue to use their native language. At the same time, I hear the other side of the argument—that these kids are in America now and English is the language spoken here. I don't know that offering them classes in their native language would help students to learn English. More important, when students are set off from the predominant language and customs, they feel alienated.

You teach five classes and work with 185 students. Then you spend at least two afternoons at the bookstore. What do you do to relax?
I'm into sports. I love cross-country skiing and tennis. Then I get involved in the kids' team sports at school.

When I taught in a junior high, I coached girls' basketball and kept score at boys' basketball games. Here at Gunderson I watch football and basketball games. I'm planning to catch some volleyball games too. I sometimes work out with the volleyball team.

That kind of "relaxation" puts you right back in your work setting. . .
It does if you look at it that way. But everything about sports—cheering your team to victory, giving helpful hints, even coaching—is relaxing. I love it.

RESOURCES

Free or Inexpensive

CAREER EDUCATION/TECHNOLOGY

Careers Tomorrow: The Outlook for Work in a Changing World. Edward Cornish, editor. Presents 24 articles from *The Futurist*, including "How To Forecast Your Own Working Future," "The Potential Impacts of Robotics," and "The Office of the Future: Prison or Paradise?" 160 pp. $6.95. World Future Society, 4916 St. Elmo Ave., Bethesda, MD 20814.

WOMEN'S/MINORITY STUDIES

Embers: Stories for a Changing World. Ruth S. Meyers and Beryle Banfield, editors. An anthology of 28 selections, fiction and nonfiction, about people who have overcome traditional barriers of sex, race, physical disability. Developed for children ages 8-12 by the Council on Interracial Books for Children under a grant from the Women's Educational Equity Program. Student edition, $8.95; teacher edition (spiral bound), $18.95. Examination copies of both, 20 percent off. Prepay orders and include $1.50 postage and handling for first book, plus 35¢ for each additional book. Make checks payable to The Feminist Press, Box 334N, Old Westbury, NY 11568.

ART

Art for All Seasons. Louise Schnell. Presents 40 easily reproduced seasonal art projects developed over a 23-year teaching career. 53 pp. $5.95 plus $1.50 per order postage and handling. (Calif. residents add 6 percent sales tax.) Prepay by check payable to Teacher Tested-Child Satisfying, 3808 Rosecrans St. #353, San Diego, CA 92110.

ADULT EDUCATION

Paying for Your Education: A Guide for Adult Learners. The College Board. Provides self-supporting adults with information—including latest federal loan and grant programs—on how they can finance a college education. 160 pp. $7.95. From bookstores or from College Board Publications, Box 886, New York, NY 10101. Prepay by check to the College Board or send institutional purchase order.

CLASSROOM TV

AIT Catalog of Educational Materials. Lists more than 100 classroom video series—for example, the eight-part health education series entitled "The Inside Story with Slim Goodbody"—that schools can rent or purchase in various videotape or film formats. Free. Agency for Instructional Television, Box A, Bloomington, IN 47402.

AGING

Teaching and Learning About Aging. Richard O. Ulin. Helps teachers explain to students what advantages, problems, and responsibilities aging carries with it. 90 pp. $6.95. Stock no. 1523-1-OD. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

FRENCH

Tous Champions! 1984 calendar. Washington State Chapter, American Assn. of Teachers of French. Features 12 sports medalists and gives dates about famous persons/events in the French-speaking world. 2' by 3'. Prices (U.S.) include first class postage. $4 each; three to same address, $10; five or more to same address, $3 each. Must prepay by check to "AATF Calendars." Susan Redd/AATF, Foreign Language Dept., Western Washington Univ., Bellingham, WA 98225.

THE RIGHT TO READ

Protecting the Freedom To Learn: A Citizen's Guide. Barbara Parker and Stefanie Weiss. Describes typical school book censorship campaigns and lays out strategies for defeating future attempts to control what children read. 122 pp. $9.50. People for the American Way, 1424 16th St., N.W., Washington, DC 20036.

HEALTH

Food Power, A Coach's Guide to Improving Performance. Presents advice from experts in both nutrition and athletics on what makes a nutritionally sound diet for players in 25 different sports—including football, ice skating, cycling. 36 pp., with 12 duplicate masters of handouts for athletes to use in their own meal planning and training. $10 from the National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018, or contact your local Dairy Council.

How to get them stuck on history while they're glued to the tube.

A WALK THROUGH THE 20TH CENTURY WITH BILL MOYERS

Beginning in January, it'll be easy.

Because they'll get a view of our times that's far more interesting and exciting than history as just a series of events.

With the help of rare film and photographs—much of it never before seen—they'll *experience* the sights and sounds, the places and faces, the ideas and artifacts—even the trivia of this remarkable century. The kind of things that gave dimension to our recent past. And helped to shape the way we live today.

The subject matter of this 20-part series is incredibly diverse, everything from comparative biographies of FDR and Hitler, to the evolution of an American love affair—with the automobile.

Each episode is also a collage of our times, a page from our family album that shows the context in which things happened. It's a view of our history not to be missed.

So, encourage your class to join Bill Moyers for "A Walk Through the 20th Century" on your local PBS station. They'll enjoy it, and they'll learn from it. The only problem may be prying them away from it. Check local listings for time and dates.

Chevron

From the people at Chevron, in support of public television.

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TELEVISION

Well Worth Watching

NEA recommends the following broadcasts to members, students, and their families in the weeks ahead:

Portrait of America—*WTBS, four times a month; check cable listings for dates and times.* Five-year, 60-part series of one-hour documentaries each focusing on a different state or territory. December: Iowa; January: Indiana; February: New Mexico.

Joseph Schuyler

"Spaces" film crew visits a high school chemistry lab. This new NEA-recommended PBS series of half-hour science programs highlights the achievements of scientists from minority groups—and encourages young people to consider careers in science or technology.

High Schools—*PBS, Wednesday, November 30, 9-10 p.m. ET.* A documentary about the everyday high school realities on which the Carnegie Foundation for the Advancement of Teaching focused its recent comprehensive study.

Wild America—*PBS, Thursdays, 8:30-9 p.m. ET, December 1 through 15.* In the two-part "The Man Who Loved Bears" (December 1 and 8), host-narrator Marty Stouffer discovers Grizzlies—long thought to be extinct in the state—in a remote Colorado valley. "Backyard Wildlife" (December 15) offers tips on attracting wild creatures who have survived progress and now thrive in many urban areas.

The Best Christmas Story Ever—*ABC-TV, Monday, December 5, 8-9 p.m. ET.* The worst kids in the history of the world find their lives changed when they take part in a Christmas pageant. Based on a book by Barbara Robinson.

Placido Domingo Celebrates Seville—*PBS "Great Performances," Monday, December 5, 9-10 p.m. ET.* This world-class tenor sings (on location) excerpts from operas associated with one of the world's most colorful cities—Seville, Spain.

The Winter of Our Discontent—*CBS-TV "Hallmark Hall of Fame," Tuesday, December 6, prime time (check local station schedules).* Donald Sutherland and Tuesday Weld star in a "Hallmark Hall of Fame" dramatization of John Steinbeck's novel about a New England family's attempts to regain power and position.

Andrea's Story—*ABC-TV, Wednesday, December 7, 4:30-5:30 p.m. ET.* This ABC Afterschool Special deals with the hazardous practice—and sometimes tragic consequences—of hitchhiking. Based on a book by Gloria Miklowitz.

Spaces—*PBS, check local listings for dates and times.* This six-part series in magazine format is designed to encourage minority youth to consider science and technology as career goals. The segment on space will highlight the ant colony project aboard a recent space shuttle flight (a student project coordinated by two NEA members in New Jersey). For ages 9-13. Teachers' guides available from local PBS stations.

An American Christmas—*PBS "Great Performance," Monday, December 19, 8-9 p.m. ET.* Burt Lancaster hosts this star-studded tribute to the holiday as celebrated in American literature and song.

Amy and the Angel—*ABC-TV, Wednesday, December 21, 4:30-5:30 p.m. ET.* An ABC Afterschool Special in which a whimsical "teenangel" is sent to earth to help a teenaged girl who has decided to give up her

BOOK BEAT

Education: Retrospect...

For readers who need to catch up on arguments of the neoconservative persuasion, Diane Ravitch's new book is a time-saver. However, those who seek a fair-minded examination of clashing views during this crucial 35-year period will be disappointed. A growing orthodoxy is treated more or less as indisputable, without contrary facts being given much of a hearing.

Absent from these pages are the very people who, entering American schools via the back door, contributed so much to their vitality: poor and minority parents, black and Hispanic community groups, organized teachers and students, even a stray administrator here and there.

There is little particularity of place and person in the book. Things happen in Washington, but rarely in the streets or schoolyards of other cities and towns. This is so because Ravitch has chosen to write about her topics—which include progressive education, federal aid, loyalty oaths, and school desegregation—primarily by describing action at the upper levels of officialdom and among university-based researchers.

As to desegregation, Ravitch points only to the South as the habitat of *de jure* school segregation. The implication is that in the North, segregation results from the geography of black population growth. Extensive courtroom evidence to the contrary she doesn't acknowledge.

THE TROUBLED CRUSADE: American Education 1945-1980

by Diane Ravitch

(Basic Books. 397 pp. $19.95)

Ravitch cites studies very selectively and usually gives the silent treatment to works whose findings are uncongenial to her views. This is glaringly the case on the effects of desegregation. She makes no mention of recent research by Robert L. Crain or Ronald Krol, both of whom found positive desegregation effects.

Ravitch attacks the recent court practice of insisting on actual desegregation—which she calls "integration"—rather than accepting a mere declaration that authorities will no longer practice segregation. One wonders if, in antitrust and patent litigation, for example, she would let matters rest with similar verbal declarations.

She also contends that affirmative action programs have wrongly introduced the concept of "group rights." Nonsense. White Americans have for centuries insisted upon and received their "group rights," based upon the privilege of whiteness.

Affirmative action seeks to undo the unfair results of such ancient "group rights." Opponents of affirmative action wish to retain the "right" of privilege by claiming the mantle of individual rights.

Repeated tailoring of evidence gives Ravitch's book a certain neatness and apparent conclusiveness. This is, in fact, its greatest shortcoming. The crusade of 1945-1980 still cries out for its chronicler.

Reviewed by Meyer Weinberg, editor of Integrated Education; *Association member at the University of Massachusetts, Amherst, where he is professor of education and director of the Horace Mann Bond Center for Equal Education.*

...and Prospect

John Goodlad, for many years (until last June) dean of UCLA's Graduate School of Education, masterminded the project that resulted in *A Place Called School.* It consists of a complex review of a small number of schools—37—in 13 communities in seven states representing major regions of the United States.

Individual buildings were chosen for the most part in *triples*—that is, an elementary school that fed into a junior high that fed into a senior high school. Twenty trained data collectors immersed themselves for a month in each of the 13 school communities, surveying and interviewing a total of 8,624 parents, 1,350 teachers, and 17,163 students.

A PLACE CALLED SCHOOL: Prospects for the Future

By John I. Goodlad.

(McGraw Hill. 416 pp. $18.95.)

The undertaking was unique in its intensive, systematic approach and in its willingness to take the risk that themes might *not* emerge from the unprecedented mass of information. Emerge they did, however, and Goodlad presents them in the form of action-oriented conclusions.

Seeing improvement as essentially a school-by-school process, he thinks each school is best seen as "a tub on its own bottom." School districts do, however, have a role in improvement: they can create structures that support collaboration among teachers and schools. For example, adding to the length of the staff's school year would provide time for renewing curriculum and school organization—as well as increase inadequate teacher salaries.

In examining the relationship of curriculum to equality, Goodlad contends that the central problem is no longer access to school but access to knowledge. Children from poor families, many of whom represent racial minorities, get a limited crack at knowledge. The culprits are certain practices: grouping, the job training orientation of most vocational education, and the varying efficiency with which schools use students' time.

Goodlad recommends the following remedies:

- Mastery learning rather than tracking
- Career education for all rather than job training for some
- Using student time more efficiently within the existing schedule rather than lengthening the school day.

In the 1,000 classrooms his team observed, Goodlad found no neglect of reading, writing and arithmetic. In subjects such as social studies and science, however, he reports that presentation of specific topics was not clearly connected to key concepts in the major domains of knowledge.

Moreover, rote learning, memorization, and paper-and-pencil activity predominated, increasing as years in school increased. Goodlad finds it especially urgent to find substitutes for these activities—given the potential volatility of the disjuncture between the youth culture and the daily conduct of junior and senior high school classes.

To sum it up, *A Place Called School* is filled with practical inspiration and provocative observation for elected officials, school managers, teachers, and school patrons.

Reviewed by Cordell Affeldt, fourth grade teacher, Chesterton, Indiana; immediate past president, Indiana State Teachers Association.

People

Tom Roberts

Steven Landfried

For Stoughton, Wisc., high school social studies teacher **Steven Landfried** *(above, right)*, protecting the endangered Siberian crane has become a crusade. He's made four trips to India and a remote valley in Pakistan, near the Khyber Pass.

There, right under the spring and fall flight path of the migrating cranes, hunters practice an ancient sport—snaring Demoiselle and Common cranes by hurling weighted cords into the air to entangle them. Inadvertently, they also get the rare Siberian crane.

There's not even a word for this crane in their tribal language. So Landfried's work, sponsored by the U.S. Fish and Wildlife Service and the World Wildlife Fund, has included teaching local wildlife officials both to help the hunters recognize the rare crane and to negotiate with them to limit their sport to the nonbreeding season.

His experience as chief negotiator for two Stoughton EA contract settlements that required binding arbitration, Landfried says, "served as excellent preparation for dealing with the intransigence and lack of information one finds in the Pathan tribesmen—who neither understand nor support environmental protection."

This teacher-turned-crane-expert was also instrumental in persuading the government of India to issue a stamp honoring the Siberian crane.

Protecting cranes is a natural cause for a social scientist, Landfried insists. "It's a question of studying human social behavior as it affects the environment and analyzing interactions of political, psychological, cultural, and international forces," he says.

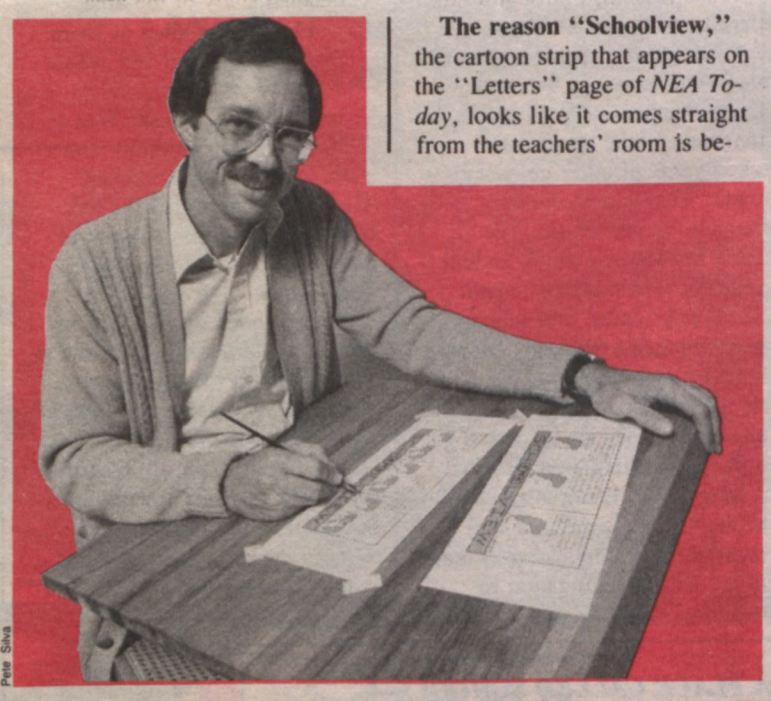
Hawaii State Teachers Association

Support the ERA, pay equity, nondiscriminatory insurance, and the state commission on the status of women. Get members involved in political action, and hold meetings with local political figures.

Sound familiar? It should—it's an agenda backed by many NEA activists. But English teacher **Pilialoha Lee Loy** of Honolulu's Aliamanu Intermediate School, who has exercised her leadership skills in the Student NEA and on the board of the Hawaii State Teachers Association, is now supporting this program from a different platform.

She's this year's president of the Hawaii Federation of Business and Professional Women.

"Because of HSTA and NEA, I get a lot of benefits that other working women don't have," says Lee Loy. "For them, BPW is their only voice for getting decent pay and benefits—sort of a union for the unorganized."



Pete Silva

The reason "Schoolview," the cartoon strip that appears on the "Letters" page of *NEA Today*, looks like it comes straight from the teachers' room is because its creator is **Joe Farley**, Association member and sixth grade teacher at Odom Elementary School in Austin, Texas.

And the reason Farley is a teacher rather than a cartoonist is, he explains, "because I don't know how to draw."

Asked how the strip got started, he credits an especially boring teacher in-service session, during which he began to create faces.

Farley is, however, a serious man. A teacher for 10 years (following service in the Peace Corps—in Kenya—and in social work) he is aware of the teaching profession's low status. He sees the strip as a way to show teachers as they are—creative and lively people whose opinions are worth listening to.

Ken Lange

Can you name the 20th century Nobel Prize winners in literature? High school students from Louisiana's East Baton Rouge Parish can—and did at the National Quiz Bowl held recently in Jacksonville, Fla.

Judy Bunch, a world history teacher at Broadmoor High School and a member of the Louisiana Association of Educators, sponsored the team that garnered top honors at the national competition. She and some of her colleagues had coached the team twice weekly, giving the students questions and time trials.

"I'm proud of the students—Adele Primmer, Jay Whitten, Joeyl Oringel, Craig Caschio, Robert May, and Allen Simmons," Bunch says. With Bunch and students in the photo is Harold Menard, an assistant principal in the parish.

The annual Quiz Bowl, which includes questions on literature, the humanities, math, science, history, and general knowledge, isn't a test of students' education, "but it does focus emphasis on learning," Bunch says. "You might say it puts the prestige back into the schools."

"Winning was really a feather in our cap," she adds. "I think it made everyone feel better about the state of public education."

Former English teacher Betty-Jane Loomis of Elmira, N.Y., has given new meaning to the term "retirement."

Since leaving her classroom on St. Patrick's Day ("for good luck") in 1981, she's been a tireless worker, assuming leadership roles with a dizzying assortment of political and civic causes. A charter member of the NEA Retirement Program, Loomis is active in lobbying on behalf of retired teachers.

She was recently named New York representative on the 14-member board of directors of Thomas Enterprises, a Nashville-based company that produces a Dr. Martin Luther King, Jr. commemorative album.

Dan Driscoll

"I love being busy," Loomis concedes. "In fact, I don't know how I found time for teaching before."

Georgia's Echols County Association of Educators (ECAE) has 11 new members this year—an insignificant number, perhaps, to many locals, but a giant step forward for **Laverne Richardson** and ECAE, an Association that has numbered just two members for the past five years.

Richardson—the librarian at the county's only school—was the sole spokesperson for ECAE during those years. Representing the Association before the school board and in the small community of 2,200, she has worked to improve the learning environment for students and working conditions for the school's 34 teachers.

"I'm very happy my colleagues are beginning to see the benefits of joining the one organization that can protect them and speak for them," Richardson says. "I feel my years of persistence have paid off. I look forward to the day when all 34 of us are members."

Ken Klanicki

Kids get a special feeling of accomplishment when they build something for themselves, says NEA-New Hampshire member **Richard Starr**.

His book *Woodworking with Kids* (The Taunton Press, $18.95) shows parents and teachers—even those without much woodworking experience—how to help children discover the joy and satisfaction of making things from wood.

Starr is a woodworking teacher at Francis C. Richmond Middle School in Hanover. He says children as young as age 5 can design and make their own toys and other objects; all it takes is a little guidance from an adult.

His book uses clear, detailed explanations and hundreds of

The Taunton Press

illustrations to show how to guide youngsters from their own initial drawings through to the finished piece. The book also suggests ways to translate skills such as planing, sawing, and chiseling into concepts kids will understand.

Grand Rapids, Mich., science teacher **Dan Pokora** *(inset)* helped students at Kenowa Hills High learn to look at their surroundings from different perspectives—and developed a project that earned one of the two grand prizes in the first "Cameras in the Curriculum" contest, a joint effort of NEA and the Eastman Kodak Company.

A farm pond and its drainage basin, adjacent to the school, have always stirred student curiosity, so Pokora decided to use the competition to launch a detailed study of the area.

The final product of more than 100 hours of spare-time work by 40 science, math, and photography students was an 18-minute presentation of slides and prints documenting the interrelationship of the pond and its surrounding habitat, including microorganisms, frogs, birds, and other animal and plant life.

The photos were taken from every possible perspective—through a microscope and various lenses at the pond, from a small plane a few hundred feet up, and from a satellite.

The $1,500 grand prize has been deposited in the school's aquatic research fund, Pokora reports, to be used for future equipment purchases.

Joe Di Dio

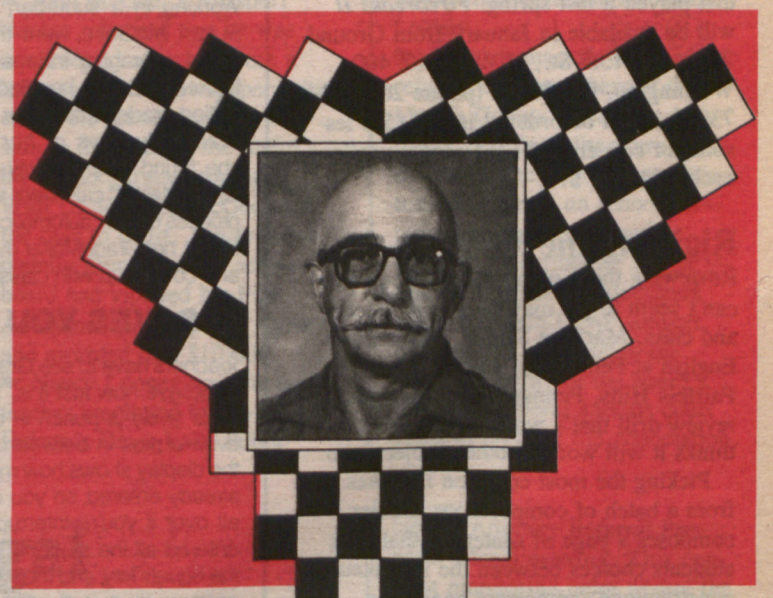
Dan Pokora

Roger Sandler

Students new to the U.S. show off their English skills in their own newspaper, *Palms World*, at Palms Junior High in Los Angeles. Many of the foreign-born students at Palms are Hispanic, and many more are Asian. Altogether, some 32 countries are represented in the student body of 1,200.

"We're very proud of our students," says Association representative **Margaret Barlow**, who coordinates the English as a Second Language program at Palms. "We're a small school, and we spend extra time with these kids to keep them interested in student activities."

Palms World, which has been appearing each semester for a year, typically features students' essays about life in their native countries. Other contributions include poems, stories, recipes, jokes, and games. Short essays concern subjects like friends, fears, and heroic figures in U.S. history.



For thousands of years, people have pitted their wits against one another in chess battles. The players may be dogged or lightning-swift, calculating or impulsive—but, with rare exceptions, they're always in pairs. The odd-person-out is condemned to hover on the sidelines—until now.

John Gutman, a seventh grade science teacher in Yuma, Ariz., has devised a system that players say is even more challenging than traditional chess. Gutman calls it "Trichess," because it takes three players. While regular chess is good training for psychological warfare, three-person chess becomes positively Machiavellian. Two players can attack the third, forcing a checkmate, then turn savagely on one another.

Is three-player chess really possible? Is it fun? If you want to find out, Gutman will send you the Trichess board layout and rules for the modest sum of $3.25. Write him at 626 S. 20th Ave., Yuma, AZ 85364 or call (602) 783-9452.

IDEA EXCHANGE

Of War and Peace

"Each country involved in the crisis has to give a little of itself. If they do not, the results could be devastating." That was an Ohio student's response to *Firebreaks: A War-Peace Game*. Her class was one of more than 5,000 groups—including some 2,500 secondary school classes—that took part in the game last spring.

Firebreaks comes from Ground Zero, an organization that works to raise public concern about the possibility of nuclear war. Last spring's participants took the roles of advisers to the U.S. President and the Soviet Premier in an international crisis that escalates to the brink of nu-

clear war. NEA member William Zeigler of Columbus, Ohio, who used the game with three 12th grade government classes, calls *Firebreaks* "the most valuable teaching material I've used in 14 years in the classroom."

Student groups were notably gloomy about the probable results of a serious crisis. Nearly half of them (but only about a third of all groups) reported that the game they played ended in use of nuclear weapons, and 80 percent of them (but only 72 percent of all groups) said their game ended with use of either nuclear or conventional weapons.

Ground Zero is now revising the game on the basis of comments from groups that played it last spring. *Firebreaks II* will be available in January from Ground Zero, 806 15th St., N.W., Suite 400, Washington, DC 20002 (phone 202/393-7333). It can be ordered in full (5-6 lessons) or concensed (1-2 lessons) versions, each priced at $15.

Righting the Writing

Reviewing those points that students just can't seem to get may bore both teacher and class. Marjorie Schier, who teaches English at Pennsbury High School in Fairless Hills, Pennsylvania, suggests a review drill that's worked for her. She thinks it will work in other subjects too.

Picking the most common mistakes from a batch of compositions, Schier composes a page of sentences that give students choices between the mistaken constructions and correct ones. For example, "He wished he could (a. *of*, b. *have*) gone back to the way he (a. *used*, b. *use*) to live."

Schier hands out dittoes of the page, and the class goes through it. They discuss each choice, then mark the correct alternative by blacking out the letter in front of it. Schier collects the papers and uses a punch key to mark them (after the class discussion, all the answers should be correct, but often they're not). She can usually return them the next day.

Students can use the sheets to review points they've had trouble with. Schier uses them to make up more serious tests later.

Students like the quick grading, and so does Schier. She's found, too, that because the drills are tailored to the class's own errors, students find them relevant and worthwhile.

Judge It By Its Cover

Like many other teachers, Virginia Coulter of Worcester, Massachusetts, finds a lot of ads for publications in her mailbox. Instead of throwing out the ones she doesn't use, she puts them to work for her sixth graders at the Burncoat Preparatory School, a magnet school in the Worcester system.

Coulter cuts out the pictures of book covers and staples them to copies of a questionnaire. Typical questions: What do you think this book tells about? Would you take this book out of the library? Why or why not? Who do you think would enjoy this book? Why?

By the time the school year is well under way, Coulter has enough of the book-and-questionnaire pairs to pass out to the whole class. Presented with a little suspense ("Now, don't turn them over until I tell you to"), the assignment gives strong motivation, she reports.

Children enjoy filling out the questionnaire because—except for the title, author, and illustrator of the book—there are no right or wrong answers. It's ideas the questionnaire asks for, and the responses, says Coulter, are always creative and interesting.

If you're using a new classroom activity—or a new twist on an old one—and it works wonders, why not share it with your colleagues across the country? Send a brief description (along with any photos, sketches, or charts that would help to explain it) to Idea Exchange, NEA Today, 1201 16th St., N.W., Washington, DC 20036.

TOP SCORER

Grade averaging calculator earns high marks from educators for speed, convenience, accuracy.

Averaging letter grades is one of the most tedious and least rewarding parts of teaching. Each year, you spend hundreds of hours translating letters into numbers, figuring out how to weight grades, and going through a division process to come up with yet another number to be converted back into a letter grade. Even if you're using a numerical point system for daily grading, you still probably have to convert to a letter for the final course grade.

This drudgery, busy work takes time away from the more creative aspects of teaching—time away from students—time away from yourself and your family. But how can you make things better?

A TEACHER FOUND THE SOLUTION

Working in a suburban California school, Susan McGuire went through the same grade averaging traumas as you do. Sue figured that she handled nearly a quarter million grades each year, which took *more than forty days of her own time.* Then she found a better way. Sue invented the GradeMaker™ calculator to handle the entire process quickly, automatically, and accurately. In fact, her GradeMaker even weights scores and comes up with class averages!

SAVES YOU HOURS!

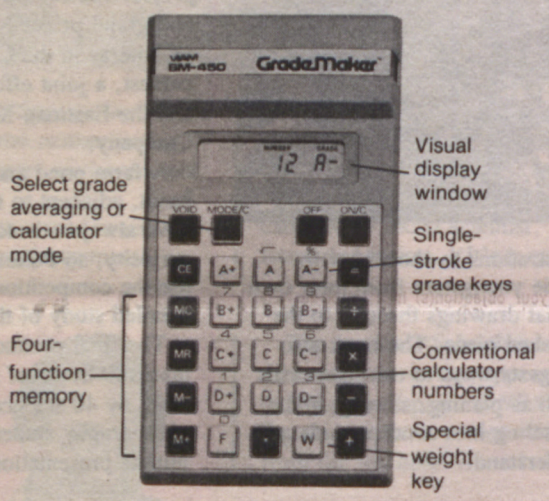
"Teachers have to see GradeMaker in action to believe how fast it is," Sue says. "All you have to do is punch in the letters, without even a plus in between. As you go along, the display shows how many grades you've already entered, so you don't have to start all over if you're interrupted. When you've entered all the student's grades, just press the equals key, and the letter grade average appears. It's that easy!"

GradeMaker reduces your grade averaging time from hours to minutes. In fact, it can cut the time spent with ordinary calculators by two-thirds. Let's take a closer look at GradeMaker to see how it operates. Also, try these examples on a conventional calculator, and you'll be convinced that you can save yourself lots of time.

GRADEMAKER IN ACTION

Here's how easily you can average five letter grades. Get GradeMaker going by pressing the "ON" key, then press "MODE" until the display shows the words "NUMBER" and "GRADE."

Now press just one key to enter each of the five grades—A, A−, B+, D−, and C.



Press	Display Shows
A	NUMBER 1 GRADE A
A−	NUMBER 2 GRADE A-
B+	NUMBER 3 GRADE b+
D−	NUMBER 4 GRADE d-
C	NUMBER 5 GRADE C
=	NUMBER 5 GRADE b-

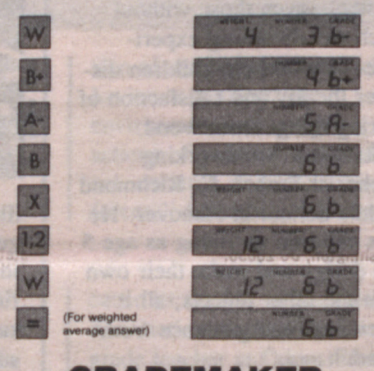
In less time than it takes to read about it, you have the answer—an average grade of B− with *just 6 key strokes.* On a conventional calculator (scale from 13 for an A+ to 1 for an F), you'd have to press *15 keys* then convert back to a letter; with number grades based on 100-point assignments—*20 keys* and a conversion.

Let's explore another GradeMaker exclusive—the special "WEIGHT" key that lets you weight major tests, projects or term papers from 1-99 times the value of other individual grades—all without creating elaborate formulas.

Grades:	A	C	B−	B+	A−	B
Weight:	1	1	4	1	1	12

(1's are for homework, 4 for mid-term, and 12 for the final.)

Press	Display Shows
A	NUMBER 1 GRADE A
C	NUMBER 2 GRADE C
B−	NUMBER 3 GRADE b-
X ("WEIGHT" will appear in display)	WEIGHT NUMBER GRADE 3 b-
4 (Weight value)	WEIGHT 4 NUMBER 3 GRADE b-



GRADEMAKER DOES MORE

GradeMaker also has a four function memory so you can quickly compute class averages for as many as 99 students per class. And it doubles as a conventional calculator with square root, percentage, reciprocal, and automatic constant functions.

GradeMaker comes with an easy-to-follow, 28-page instruction manual, convenient storage pouch—and even the batteries are included. (An automatic shutoff feature keeps your battery costs to a minimum.)

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YOU AND THE LAW

NEA Educators Employment Liability Program Summary Plan Description

I. INTRODUCTION
The purpose of this summary is to inform NEA members about the structure and principal provisions of the 1983-84 NEA Educators Employment Liability Program, referred to as the "EEL Program." Please remember that this is only a summary. If there is any conflict or inconsistency between this summary and the underlying contracts and documents, the contracts and documents must be controlling.

The "EEL Program" is an insurance plan designed to protect you, as an NEA member, against financial liabilities incurred as a result of certain kinds of accidents occurring in the course of your employment, including certain costs of providing a legal defense to claims against you.

The Program is administered by NEA and its state affiliates and is underwritten by the Zurich-American Insurance Company of Illinois. The entire premium for the plan is paid by NEA.

This summary is being furnished in compliance with the Employee Retirement Income Security Act of 1974 (ERISA). As participants in the EEL Program, you are entitled to certain rights and protections under ERISA. These rights are summarized in Part VII of this summary.

II. GENERAL INFORMATION
PLAN NAME/SPONSOR The Plan is generally known as the NEA Educators Employment Liability Program ("EEL Program"), and is sponsored by the National Education Association of the United States (NEA), 1201 Sixteenth Street, N.W., Washington, DC 20036, for its members.

TYPE OF PLAN/IDENTIFICATION NUMBERS The EEL Program is a welfare plan providing accident liability insurance and reimbursement for attorney fees and court costs. NEA has been assigned identification number 530115260 by the Internal Revenue Service. NEA has assigned Number 523 to this Plan.

ADMINISTRATION / PLAN ADMINISTRATOR The EEL Program is administered by NEA pursuant to resolutions adopted by its Board of Directors and Executive Committee and pursuant to agreements between Zurich-American and NEA. Communications concerning any aspect of the Program should be addressed to Educators Employment Liability Program, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. The telephone number is (202) 822-7080.

SERVICE OF PROCESS If legal action involving the Program is necessary, legal process may be served upon the Plan Administrator. The agent for service of legal process is Lynn Ohman, c/o NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

TRUSTEES/COLLECTIVE BARGAINING AGREEMENT Since all assets of the Program consist of insurance contracts and funds held by a licensed insurance company, there is no trust under the Program and no trustees. In addition, the EEL Program has not been established and is not being maintained pursuant to the terms of any collective bargaining agreement with any employer.

III. ELIGIBILITY
MEMBERS All active, life, retired life, and Student NEA members are automatically covered by the EEL Program.

IV. COVERAGE
ACCIDENT LIABILITY Under the EEL Program, you are entitled to reimbursement for damages, up to a maximum of $1,000,000, and legal expenses incurred to defend you, as a result of certain "accidents" which occur in the course of your employment. An "accident" is an act which inflicts damages to someone other than yourself. The phrase "course of employment" means while you are engaged in activity which was undertaken pursuant to the terms of the employment contract or at the request or approval of your supervisor. (Coverage A)

EXCLUSIONS You are **not** covered if the suit against you is:
- brought by another employee of an educational unit;
- based upon liability which you have expressly assumed under any contract or agreement;
- seeking solely declaratory, injunctive, and/or similar nonmonetary relief;
- any violation of the criminal law, except civil damages arising out of your use of corporal punishment.

Certain activities are also excluded from coverage under the EEL Program including:
- the rendering of medical or similar services except by licensed school nurses, physical therapists, occupational therapists, psychological therapists, or guidance counselors;
- a publication or utterance of defamatory statements;
- ownership, maintenance, operation, use, loading, or unloading of any vehicles **except:**
  1) driver training instructors who are riding as passengers in the course of their work;
  2) vocational education instructors engaged in teaching shop; and
  3) members supervising students entering or exiting a school bus.
- misuse of public and/or private funds;
- sale of food products or other goods manufactured by or under your supervision —except for home economics teachers and cafeteria workers, who are covered;
- use of firearms, except when physically restraining a student who is threatening others with firearms.

These are the major exclusions under this Program. Please consult the certificate of insurance for further details.

LEGAL AND DEFENSE FEES You will be reimbursed for the following:
- Up to a maximum of $25,000 per occurrence for attorney's fees and expenses incurred in the defense of any criminal proceeding arising out of your employment except if the proceeding arises out of an action against another employee. Unless the proceeding results from your use of corporal punishment, you must be exonerated in order to receive reimbursement. (Coverage B)
- Up to $1,000 for bail bond premium as the result of an event occurring during your employment. (Coverage C)

ASSAULT-RELATED PERSONAL PROPERTY DAMAGE You will be paid up to $250 for the damage or destruction of your own property or property in your custody if you are assaulted at school or while engaged in an authorized school activity. Such damages must exceed coverage provided by any homeowner's policy, and there will be no coverage for damage or destruction of a vehicle of any kind or for any property owned, leased or rented by an educational unit. (Coverage D)

V. TERMINATION OF COVERAGE
Coverage under the EEL Program will be terminated or reduced under the following circumstances: If you cease to be an NEA member, or if NEA decides to discontinue the EEL Program as a whole. Termination will not affect amounts due for claims arising prior to termination.

VI. CONTRIBUTIONS
SOURCE/AMOUNT/MEDIUM NEA pays the entire cost of the EEL Program. The amount is determined by the NEA and the insurance company.

This is an unfunded welfare plan. All contributions made by NEA are applied to pay the premiums on the insurance policy issued by Zurich-American.

PLAN YEAR The Program's fiscal records are maintained on the basis of an accounting year which ends on August 31 of each calendar year.

VII. CLAIMS
INITIAL PROCEDURES If there is a claim for any benefits under the Program, you are to contact your state association's EEL coordinator within a reasonable time period and provide a copy of any and all relevant legal documents and a summary of the incident. The state EEL coordinator will thereupon forward to you the appropriate forms to fill out.

If unable to contact your state association's EEL coordinator, send a copy of all legal documents and the description of the events directly to Zurich-American Insurance Company, 231 North Martingale Road, Schaumburg, Illinois 60196.

REVIEW OF DENIED CLAIMS If you or any other person making a claim under the Program and NEA or the insurance company do not agree that benefits are payable, or do not agree as to the amount of the benefits payable, you should clearly state your objection(s) in a letter to NEA within sixty (60) days of the event. A grievance panel organized by the NEA Board of Directors will review your complaint. Write to Lynn Ohman, Manager, NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

VIII. YOUR RIGHTS UNDER ERISA
As a participant in the EEL Program, you are entitled to certain rights and protections under ERISA, as follows:
- You have the right to examine, without charge, at the offices of NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036, all Program documents, including the insurance contract (with riders and amendments) with Zurich-American and the pertinent resolutions adopted by the NEA Board of Directors and Executive Committee for the administration of the Program. You may also examine, without charge, copies of all documents pertaining to the Program filed by NEA with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
- You have the right to obtain copies of all Program documents and other Program information upon written request to NEA Legal Services at the above address. NEA Legal Services may make a reasonable charge for the copies.
- You are entitled to summary financial reports for the year ending August 31, 1984. when they become available.

In addition to creating rights for you, ERISA imposes duties on NEA and Zurich-American in its operation of the EEL Program. NEA is a "fiduciary." It has a duty to operate the Program prudently and in your interest. No one can prevent you from obtaining the insurance benefits to which you are properly entitled under the Program or from exercising your rights under ERISA. If your claim for a benefit is denied in whole or in part, you must receive a written explanation from Zurich-American for the denial. You have the right to have Zurich-American review and reconsider your claims. Under ERISA, there are steps you can take to enforce your rights. For instance, if you request Program materials to which you are entitled under ERISA and do not receive them within 30 days, you may file suit in federal court. In such a case, the court may require NEA to provide the materials and pay you up to $100 a day until you receive the materials, unless the materials were not sent because of reasons beyond NEA's control. If you have a claim for benefits which is denied or ignored, in whole or in part, you may file suit in a state or federal court. If it should happen that Program fiduciaries misuse the Program's money, or if you are discriminated against for asserting your rights, you may seek assistance from the U.S. Department of Labor, or file suit in federal court. The court will decide who will pay court costs and legal fees. If you are successful, the court may order the person you have sued to pay these costs and fees. If you lose, the court may order you to pay these costs and fees, for example, if it finds your claim frivolous. If you have any questions about the EEL Program, contact NEA Legal Services. If you have any questions about this statement or about your rights under ERISA, contact the nearest Area Office of the U.S. Labor Management Services Administration, Department of Labor.

You're Protected: Liability Insurance...

As an educator, you may someday find yourself with an accident and an injured student on your hands. What happens if the student's family sues you for negligence? Financial ruin? Not if you're an NEA member.

The NEA Educators Employment Liability (EEL) Program protects you against financial loss of up to $1 million if you're sued in connection with your employment. As an NEA active, educational support, life, or retired life member, you're automatically covered.

These members were glad they were:
► Two Minnesota teachers were sued by a student who suffered a gymnastic injury. NEA's EEL program paid $285,000 on the student's claim.
► A North Carolina science teacher was sued by two students injured in a Bunsen burner accident. The EEL program paid the $31,000 claim against the teacher.

School-related accidents can happen at any time, in any place, on or off school grounds. But you're still protected. NEA's EEL program covers you at school-sponsored athletic events, in after-school clubs, and even on field trips in the U.S. and abroad.

Most public school districts now provide employees with some type of professional liability protection. But you still need NEA's liability insurance. That's because school district liability protection varies in the types of liability covered and the financial limits of protection.

The basic NEA EEL liability coverage provides—
► Up to $1,000,000 in a civil negligence suit.
► Up to $250,000 in suits alleging violation of civil rights.
► Up to $25,000 for reimbursement of attorney's fees in defense of a criminal charge, if exonerated.
► Up to $1,000 for reimbursement of a bail bond premium.
► Up to $250 for assault-related damage to your personal property.

There's no better protection value in education today.

Legal Defense on Job-Related Matters...

If you should ever feel your rights have been violated in a termination or other employment-related matter, the NEA Kate Frank/DuShane Unified Legal Services Program (ULSP) may offer just the help you need.

The ULSP provides legal assistance for thousands of Association members every year.

The program is administered jointly by NEA and its state affiliates. During the 1982-83 program year, NEA spent about $5,400,000 on legal representation for members who challenged adverse employment actions. State Associations spent about $11,600,000.

Some 18,000 cases are currently being handled under the ULSP umbrella. A few examples:
► John McGee, a Missouri teacher, charged that he was nonrenewed after he wrote a letter to a local newspaper critical of the school board's decision to discontinue the junior high school track program. With ULSP help, McGee took the case to court. A jury subsequently found that the school board had violated his First Amendment free speech rights—and awarded him $10,000.
► Nancy Looney was the only teacher employed by North Dakota's Grass Lake Public School District and the only member of the Grass Lake Education Association. Backed by ULSP, the local Association went to court after the school district refused to recognize it as the exclusive representative of its only teacher. The state supreme court agreed with the Association and ordered the school district to bargain with Looney.
► An Alabama school board refused to let members of the Mobile County Education Association distribute literature about the board's teacher competency testing proposal on school campuses—at the same time the board was distributing all the literature it wanted. Association members, with ULSP support, brought suit challenging the constitutionality of the board's policy. A federal appeals court ruled in favor of the Association.

Personal Legal Advice at a Discount

Has the fear of high attorney's fees kept you from seeking legal advice on your personal concerns? Fear no longer.

NEA's Attorney Referral Program (ARP) gives members access to competent assistance—at reduced cost—in personal legal matters. To date, 37 state Associations are participating in the program.

It works like this. Each year you're entitled to two *free* consultations of up to 30 minutes each on any legal matter, except income tax preparation. You may consult with any attorney from a carefully screened list that your state Association provides.

If you retain the attorney for services beyond the initial consultation, you'll receive a 30 percent discount for any legal work on real estate, wills and estates, domestic relations, consumer protection, or traffic violations.

NEA works with its state affiliates to solicit and collect feedback from members who tap the Attorney Referral Program's legal network. This constant monitoring helps assure the availability of competent counsel.

The Association doesn't pay any portion of the attorney's fees. The attorney you consult offers the discount to you directly.

Comments one typical satisfied ARP user—Rockville, Md., math and computers teacher Gerry May, "The great advantage of this program is that it allows me to go in and get free legal advice on minor problems that I might otherwise let go and 'hope for the best.' Now I can get my legal questions answered quickly, at no charge."

YOU AND YOUR RETIREMENT

NEA Backs Humane Medicare Reform

Retirees' basic right to affordable health care is now in jeopardy as the Reagan Administration seeks to impose yet another round of budget cuts on the beleaguered Medicare program.

Certainly reforms are badly needed. Without them, legislative policy analysts estimate that over the next two decades the Medicare program could chalk up a trillion-dollar deficit.

But NEA believes there are ways to deal with the problem without cutting benefits. After all, some 39 million Americans depend on Medicare to pay a large portion of their health care costs.

The program was enacted in 1965 as a new part of the Social Security Act to provide medical insurance to the aged and disabled. NEA members who are covered by Social Security are automatically eligible for Medicare at age 65 or at any time they become disabled.

President Reagan's benefit-cutting approach has already hurt the elderly and the poor—and exacerbated the public's fears about the future of this program. Since 1981, $5.1 billion worth of Medicare program cuts have been borne by beneficiaries. President Reagan's current budget proposals would put another $8.8 billion on the backs of the elderly.

Is there a more humane alternative? A consensus is developing that the solution lies in dealing with the root cause of the growing Medicare deficit: the uncontrolled inflation of health care costs.

Health care costs increased 11 percent in 1982—nearly three times as much as the overall Consumer Price Index. The cost of private health insurance rose more than any other medical service last year—nearly 16 percent.

A forceful proponent of the need to fight this inflation in health costs is Sen. Edward Kennedy (D-Mass.), who has introduced the Health Care Cost Containment Act of 1983 (S.814) in the Senate. A companion bill (H.R. 3261), introduced by Rep. James Shannon (D-Mass.), is being considered in the House.

Explaining his bill, Kennedy says, "It is time to demand a fair share of sacrifice from the hospitals and doctors who have grown wealthy off health care inflation."

The plan will actually *save* billions—over $11 billion the first three years in hospital expenses alone, according to preliminary estimates by the Center for Hospital Finance Management at Johns Hopkins University.

Under the plan, individual states would devise payment systems to meet local needs. Each state would set a new limit on the permissible rate of increase in hospital revenue from all sources.

The bill would also establish a maximum permissible rate of increase for physicians' fees, designed to allow physicians to recoup increased expenses due to inflation in the cost of overhead and goods and servics.

NEA has voiced its support before Congress for this health-care cost containment measure as an equitable alternative to cutting benefits for those who depend on Medicare. NEA also favors a shift to financing of Medicare from general revenues.

The Association is working with the Health Security Action Council to press for quick enactment of the Kennedy-Shannon bill.

—Vicky Lytle

Welcome Aboard, New Jersey

The 14,000-member New Jersey Retired Educators' Association (NJREA) voted this fall to affiliate with the NEA Retirement Program (NEA-R). An affiliate of the New Jersey Education Association, NJREA has proven to be a powerful state lobbying force.

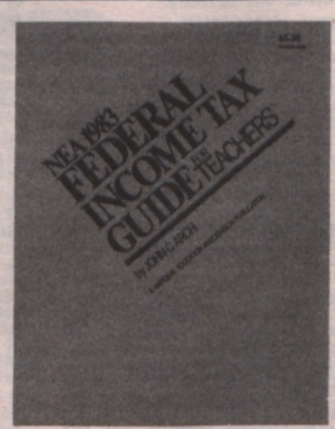
Comments Frederick Hipp, a legislative consultant to NJREA and member of the NEA-R Advisory Committee, on the affiliation: "NEA-R is the only national association to speak for education retirees exclusively. It will provide New Jersey retirees with the resources of NEA that prior to affiliation were not available to them."

One Size Fits All

Yes, there is an alternative to that predictable gold watch.

Local associations seeking an appropriate way to express appreciation to members who will be retiring this year might want to consider a gift membership in the NEA Retirement Program. Lifetime membership rates are $100 for those retired for less than one year (or still teaching).

Write to NEA-R at Room 214, NEA Center, 1201 16th St., N.W., Washington, DC 20036 for a gift membership enrollment form.



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If it's possible. . .and it probably is!. . . here's the *one* book you need to find out how to do it.

Thousands of teachers every year take advantage of whatever benefits are allowed to them by the federal income tax laws. From *The NEA Federal Income Tax Guide for Teachers* they learn the newest tax interpretations, utilize experienced help in the preparation of the forms, and know they have done everything they can to cut their costs. The 1983 edition can help YOU save money. The Handbook gives full information on the changes and provisions of such important areas as:

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Please send_____copy(ies) of NEA Federal Income Tax Guide. Enclosed is my remittance for $5.95 a copy. (*Remittance must accompany your order.*) NEA pays shipping and handling costs (order #1386-7-00-D).

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Allow 3-4 weeks for delivery. Available December 15, 1983. Tax-Deductible!

Your NEA

REACHING OUT

Have Suggestions For NEA Budget?

NEA's Committee on Program and Budget welcomes your suggestions as it works to develop a balanced 1984-85 budget for adoption by the Representative Assembly next summer in Minneapolis.

You may write or contact NEA Vice-President Keith Geiger, who chairs the Budget Committee, or NEA Secretary-Treasurer Roxanne Bradshaw, the Committee's vice-chair, at NEA Center, 1201 16th St., N.W., Washington, DC 20036.

Budget Committee meetings—open to any NEA member—will be January 16-18, February 19-21, March 8-10, March 25-27, and (tentatively) May 3, all at NEA Center.

To solicit further ideas, budget subcommittees are holding hearings in conjunction with the NEA Regional Leadership Conferences. The first, the **Mid-Atlantic,** was held on November 4-6, in Washington, D.C.

The others are as follows: **Pacific,** Jan. 13-15, Boise, Idaho; **Southeast,** Jan. 13-15, New Orleans, La.; **West,** Jan. 13-15, Phoenix, Ariz.; **Midwest,** Jan. 27-29, Bloomington, Minn.; **Northeast,** Jan. 27-29, Washington, D.C. For exact locations, contact your NEA regional office.

Back by Popular Demand: NEH Summer Seminars

The National Endowment for the Humanites (NEH) is expanding its highly acclaimed new summer seminar program for secondary teachers.

Places for a total of 765 teachers will be available in 51 seminars next summer, to be conducted at 47 colleges around the country. Each participant will receive a stipend of from $1,700 to $2,350 to cover travel, books, and living expenses.

The seminars will offer in-depth study of literary works by such authors as Sophocles, Homer, Dante, Ibsen, Conrad, and Fuentes. Courses will last four, five, or six weeks.

Teachers will be chosen largely on the basis of a three-page essay telling why they think they should be selected.

For more details write to Ron Herzman, NEH, 100 Pennsylvania Ave., N.W., Washington, DC 20506, or phone (202) 786-0463. Completed applications must reach the college of choice by March 1, 1984.

Competition Seeks Student Writers

NEA and the Association for the Study of Afro-American Life and History (ASALH) are inviting all high school students to participate in the second annual H. Councill Trenholm Memorial Program Writing Contest.

The contest is designed to encourage the study of Afro-American life and history.

Papers must not exceed 20 pages and must be submitted to NEA local affiliates. Each local will announce its winner in February—to coincide with Black History Month. Local winners will compete in every state, with NEA state affiliates each selecting their two best to compete for the national prize—a trip to Washington, D.C., in October 1984 for the annual ASALH convention.

Contact your state Association for further details.

LOOKING BACK

Sagle, Idaho, elementary resource teacher Karen Remmetter was reading last June's issue of *NEA Today* when she spotted the headline, "Asbestos: Silent Killer in the Classroom." The story noted the all-too-common presence of friable asbestos in schools—and the federal government's June 28 deadline for school districts to inspect for this health hazard and notify school staff and the community of the results.

Karen Remmetter shuddered. "I thought of my classroom and the pipes that ran across the ceiling, the boiler room where staff took breaks and ate lunch, and I remembered one teacher remarking how dusty desk tops were in the morning even though the maintenance people cleaned them every night. I thought, 'Oh, my Lord.'"

Remmetter and another teacher, Ande Berliner, wrote to a school maintenance person, who confirmed the presence of asbestos in Remmetter's Sagle School classroom.

With the help of UniServ director Jim Shackleford, Sagle faculty drafted a letter to the superintendent and school board. They then videotaped evidence of the loose asbestos.

Alerted by the faculty, scores of parents demanded to know the dangers and what the district was doing about them. In early October, Sagle School was shut down. For two weeks, maintenance workers rewrapped and painted exposed asbestos insulation. In all, 11 of the county's 19 schools were discovered to have loose asbestos.

The situation in Bonner

Sand Point Bee

A worker rewraps an asbestos-insulated pipe in a Bonner County, Idaho, school.

County is certainly not unique. The EPA reports that more than 60 percent of the nation's school districts failed to comply with the June 28 inspection deadline. Of course not all districts have asbestos problems, but an estimated 10 to 15 percent do—exposing more than 3 million students and school workers.

Meanwhile, after years of inaction, various federal agencies are finally committing money and manpower to deal with asbestos hazards. EPA has also increased the number of scheduled asbestos inspections from 125 schools this year to 825 in 1984 and 1,525 in 1985, assigned 10 more inspectors to asbestos cases, and set up a toll-free hotline number (800-424-9065) for inquiries.

TAKING A STAND

NEA Directors Go On Record

Under a policy set by the NEA Board of Directors in 1975, the NEA newspaper must publish all roll-call votes of the Board. There were four such votes at the September 30-October 1 Board meeting.

Subjects of Votes:

#1: To accept and approve the recommendation of the NEA-PAC Council that the NEA officially support Walter F. Mondale in the primaries and caucuses and the nominating process of the Democratic Party for President of the United States and that the recommendation be sent to the states for concurrence. (99 YES, 11 NO, 10 ABSTAIN, 4 ABSENT, 1 other absentee replaced by alternate)

#2: To allocate $75,000 from contingency funds to assist the Ohio Education Association in its support of the "Committee for Ohio." (112 YES, 9 NOT VOTING, 3 ABSENT, 1 other absentee replaced by alternate)

#3: To allocate $250,000 from contingency funds to the Illinois Education Association. (116 YES, 3 NO, 2 NOT VOTING, 3 ABSENT, 1 other absentee replaced by alternate)

#4: To authorize an allocation of $185,000 from contingency funds for media promotion of education issues. (118 YES, 3 NOT VOTING, 3 ABSENT, 2 other absentees replaced by alternates)

Key:
Y—voted in favor of the issue
N—voted in opposition to the issue
AB—astained from voting
NV—vote not recorded on the issue
O—absent from meeting
*—alternate director
**—submitted statement of position

NAME	STATE	Roll Call # 1	2	3	4
Dotson	Ala.	Y	Y	Y	Y
Harris	Ala.	Y	Y	Y	Y
McDanal	Ala.	O	O	O	O
Stitham	Alaska	Y	Y	Y	Y
Beachem	Ariz.	Y	Y	Y	Y
Sayler	Ariz.	Y	Y	Y	Y
Johnson	Ark.	Y	Y	Y	Y
Gooden	Calif.	O	O	O	O
Harper	Calif.	AB	Y	Y	Y
Hodgkins	Calif.	AB	Y	Y	Y
Reising	Calif.	AB	Y	Y	Y
Shaw	Calif.	AB	Y	Y	Y
Vick	Calif.	AB	Y	Y	Y
Williams	Calif.	AB	Y	Y	Y
Wittman	Calif.	AB	Y	Y	Y
**Lansford	Colo.	N	NV	Y	Y
Morris	Colo.	N	Y	Y	Y
Chase	Conn.	Y	Y	Y	Y
Gagliardi	Conn.	Y	Y	Y	Y
Smith	Del.	N	N	Y	Y
**Winter	D.C.	Y	NV	Y	Y
Gordon	Fla.	Y	Y	Y	Y
Scott	Fla.	Y	Y	Y	Y
Aikens	Ga.	Y	Y	Y	Y
Eller	Ga.	Y	Y	Y	Y
Lum	Hawaii	Y	Y	Y	Y
Hovey	Idaho	N	Y	Y	Y
**Barrow	Ill.	O	Y	NV	Y
Price	Ill.	Y	Y	Y	Y
Smith	Ill.	Y	Y	Y	Y
Miller	Ind.	Y	Y	Y	Y
Moudy	Ind.	Y	Y	Y	Y
Gilchrist	Iowa	Y	Y	Y	Y
Mesicek	Iowa	Y	Y	Y	Y
Cole	Kansas	Y	Y	Y	Y
Gunter	Kansas	Y	Y	Y	Y
Havey	Ky.	Y	Y	Y	Y
Morton	Ky.	Y	Y	Y	Y
Falcon	La.	Y	Y	Y	Y
Green	La.	Y	Y	Y	Y
McGary	Maine	Y	Y	Y	Y
Doyle	Md.	Y	Y	Y	Y
Kuker-Kihl	Md.	Y	Y	Y	Y
Dunn	Mass.	Y	Y	Y	Y
Johnson	Mass.	Y	Y	N	Y
LaPlante	Mass.	Y	Y	N	Y
Brown	Mich.	Y	Y	Y	Y
Davenport	Mich.	Y	Y	Y	Y
Smith	Mich.	Y	Y	Y	Y
Speicher	Mich.	Y	Y	Y	Y
Zook	Mich.	Y	NV	NV	Y
Etter	Minn.	Y	Y	Y	Y
Thomas	Minn.	Y	Y	Y	Y
Tigner	Minn.	Y	Y	Y	Y
Armstrong	Miss.	Y	Y	Y	Y
Austin	Mo.	Y	Y	Y	Y
Berg	Mont.	Y	Y	Y	Y
**Kaldahl	Nebr.	Y	Y	Y	NV
Anderson	Nev.	Y	Y	Y	Y
Sargent	N.H.	Y	Y	Y	Y
*Banalsky	N.J.	O	O	O	Y
Goldman	N.J.	Y	Y	Y	Y
**Johnson	N.J.	Y	NV	Y	Y
**Moore	N.J.	Y	NV	Y	O
Parish	N.J.	Y	Y	Y	Y
**Walters	N.J.	Y	NV	Y	Y
Eachus	N. Mex.	Y	Y	Y	Y
Anderson	N.Y.	AB	Y	Y	Y
Cleveland	N.Y.	Y	Y	Y	Y
Cummings	N. Car.	Y	Y	Y	Y
Graves	N. Car.	Y	Y	Y	Y
Rader	N. Car.	Y	Y	Y	Y
Gallagher	N. Dak.	Y	Y	Y	Y
Augusta	Ohio	N	Y	Y	Y
Dorsey	Ohio	N	Y	Y	Y
Jones	Ohio	N	Y	Y	Y
Savage	Ohio	N	Y	Y	Y
**Black	Okla.	Y	NV	Y	Y
Jewell	Okla.	Y	Y	Y	Y
Cornell	Ore.	Y	Y	Y	Y
Lee	Ore.	Y	Y	Y	Y
Bentz	OV	AB	Y	Y	Y
Epting	Pa.	Y	Y	Y	Y
Halas	Pa.	Y	Y	Y	Y
Huntley	Pa.	Y	Y	Y	Y
Mechlowitz	Pa.	Y	Y	Y	Y
Mitchell	Pa.	Y	Y	Y	Y
DelValle	P.R.	O	O	O	O
*Lebron	P.R.	AB	Y	Y	Y
Blanda	R.I.	Y	Y	Y	Y
Kanapaux	S. Car.	N	Y	Y	Y
Horgen	S. Dak.	Y	Y	N	Y
Akers	Tenn.	Y	Y	Y	Y
Martin	Tenn.	Y	Y	Y	Y
Harrell	Texas	Y	Y	Y	Y
Jennings	Texas	Y	Y	Y	Y
**Scott	Texas	Y	NV	Y	Y
Stacey	Texas	Y	Y	Y	Y
Peterson	Utah	N	Y	Y	Y
Scott	Vt.	Y	Y	Y	Y
Gant	Va.	Y	Y	Y	Y
Mika	Va.	Y	Y	Y	Y
Wilson	Va.	Y	Y	Y	Y
Amos	Wash.	Y	Y	Y	Y
Bauer	Wash.	O	O	O	O
Horne	Wash.	Y	Y	Y	Y
Davis	W. Va.	Y	Y	Y	Y
Carlin	Wisc.	Y	Y	Y	Y
Lewandowski	Wisc.	Y	Y	Y	Y
Schleife	Wisc.	Y	Y	Y	Y
Anderson	Wyo.	Y	Y	Y	Y
Knabe	SNEA	Y	Y	Y	Y
Mantooth	SNEA	Y	Y	Y	Y
**Marrone	At Large	Y	NV	Y	Y
Roundtree	At Large	N	Y	Y	Y
Sproul	At Large	Y	Y	Y	Y
Treibley	At Large	Y	Y	Y	Y
Foglia	Ex. Com.	Y	Y	Y	Y
Fugimori	Ex. Com.	Y	Y	Y	Y
Lewis	Ex. Com.	Y	Y	Y	NV
Mack	Ex. Com.	Y	Y	Y	Y
Obermeyer	Ex. Com.	Y	Y	Y	Y
Wilson	Ex. Com.	Y	Y	Y	Y
Bradshaw	Ex. Com.	Y	Y	Y	Y
Geiger	Ex. Com.	Y	Y	Y	NV
Futrell	Ex. Com.	Y	Y	Y	Y

Robert Barrow (Ill.) was not present when vote #1 was taken but requested his affirmative position recorded. The following were not present when vote #2 was taken but requested their affirmative positions recorded: **Richard Lansford** (Colo.), **Daria Winter** (D.C.), **Michael Johnson** (N.J.), **Robert Moore** (N.J.), **Rosemary Walters** (N.J.), **Bettie Black** (Okla.), **Dora Scott** (Texas), **Nancy Marrone** (at large), **Phil Kaldahl** (Nebr.) was not present when vote #4 was taken but requested his affirmative position recorded.

Letters

Family Options

Your November cover story (*"Families in Flux"*) was timely. We now find ourselves with a constantly growing variety of family structures. But we must also come to grips with another option: that of having *no* family. Some sociologists are already calling the 1980s the decade of the singles, for it is projected that of all new households to be established in this decade, close to half will consist of a single person.

Being married and not having children has become another option. It's estimated that one out of every four women of childbearing age this decade will opt not to have children.

So we must face the reality of a public that is not always willing to sacrifice for education. A smaller and smaller percentage of the taxpaying public will have children in schools in the years ahead. Without a direct vested interest in schools, not all taxpayers will turn to us with open arms or open pocketbooks.

Much of what we in education have taken for granted must now be reconsidered. This is the time, while education is a priority on the national agenda. Flexibility and diversity will be the keys to our response.

Lee Hay
Vernon, Connecticut

America's nearly 7 million latchkey kids, who have no one to supervise them after school, are a serious problem—but not a justifiable reason for extending the school day or the school year.

Teachers are not babysitters. Too much of our school time is already spent coping with problems caused by absent parents. It's not food that so many of these children are starving for.

Let these parents look to the business sector for after-school care. This is already being provided by some large companies.

All teachers have known latchkey kids, and they are heartbreaking. But there are laws in most states requiring all children under the age of 12 to have constant adult supervision. The law places this responsibility on the parent, not the school. Let's keep it that way.

Annette Tolbert
Atmore, Alabama

Family life certainly *has* changed, as you point out. Millions of single parents are struggling to rear their child or children on support payments of $100 or $200 a month, with the biggest jolt coming at age 18 when the payments stop. What happens to the child?

As things stand now, too many mothers with small incomes are breaking their backs to put their kids through college while noncustodial fathers with much higher incomes pay nothing.

Many states still have no laws to aid the student age 18 or older. It's time for every state to pass a law compelling noncustodial parents to foot half of their children's college or other postsecondary educational expenses.

Those who can't afford to do so aren't the issue—no law can alter their financial status. But for those who *can* afford to pay their share, there should be laws authorizing courts to order child support from age 18 to 21.

Thresia (Tish) Pierce
Las Vegas, Nevada

'Thanks for Noticing'

I enjoyed reading your interview with a Minnesota state university professor (*"Meet Carol Gaede,"* November).

I am impressed with NEA's renewed commitment to higher education and to our sometimes unique problems. As teachers, we all have more in common than not—more similarities than differences. Thanks again for noticing that we truly are a unified teaching profession.

Judy Rosetta
Northland Community College
Thief River Falls, Minnesota

Your candid interview with Carol Gaede of Moorhead State University gives us a close-up look at what it's like to be a faculty member on one contemporary American campus.

But higher education is a lot more heterogeneous than the K-12 sector. While Carol's role may be primarily teaching, faculty at other institutions may find their professional definitions primarily in research.

Less than 25 percent of the nation's higher education faculty enjoy the contractual protections brought about by collective bargaining, which Carol has had for eight years. If collective bargaining can't be flexible enough to adapt itself to different higher ed models, and higher ed isn't perceptive or willing to help the adaptation process, the marriage won't work out.

Howard Metter
Youngstown State University
Youngstown, Ohio

Merit Pay Revisited

Your October merit pay cover is without merit, tasteless in the extreme, using denigration for exploitation. It's bad enough to have NEA turned into a union, but even worse to have it display so many of the basest characteristics of one.

Why aren't you more concerned with the product of the schools—the students? The NEA is just encouraging teachers to be self-serving and in the process is paving the way for the biggest error unions have made in the past: lack of productivity. Be more concerned for the quality of teacher training and of the teachers trained.

Genevieve M. Paroni
Wallace, Idaho

When communicating with our elected representatives about merit pay, we should ask them to (1) support it, and (2) *fund* it.

This should end the discussion about it.

Darrell Ferreter
Cedar Rapids, Iowa

Your October cover story was a feeble attempt at "informing" members on an important issue. Do you really think leering caricatures of a snake oil peddler and one-sided reporting are the way to influence intelligent, well educated readers?

When the incompetent teacher gets the same pay as the competent teacher, we have an inherently unfair system. Does such a system attract competent people and keep them in teaching? This issue is not bogus—it needs addressing.

The space devoted to the caricature could have been used to present an opposing view on the merit pay question. Normally I can read your publication and shrug off the predictable, slanted, self-serving coverage of the issues the NEA fears. This time I felt insulted.

Paul J. Stuart
Lansing, Michigan

Thank you for your feature on merit pay. By actual interviews of those who have it you've proven what I've told friends all along: it is a big Reagan smokescreen.

Anyone with half a brain can figure out that merit pay will create dissension, come down to whom administrators like best, and be used as an excuse not to pay fair wages.

Albert Kapustar
Adrian, Michigan

Terror in El Salvador

The special NEA "fact-finding" report (*"Teachers as Troublemakers,"* October) left out more facts than it told. If the fact-finders think teachers who are political activists get rough treatment in El Salvador, maybe they should make a "fact-finding" trip to Cuba to see the consequences of activism against the government there.

Few doubt that withdrawal of the stingy military aid our government gives El Salvador would result in turning that territory over to Cuban communists. The recommendations of the NEA "fact-finders" therefore seem clearly pro-communist.

Maybe NEA better find some investigators who give fuller reports of the facts.

Hugh N. Caddess
San Antonio, Texas

Your first-hand report serves as another grim reminder of the tragic conditions in El Salvador. The story strikes a nerve inasmuch as teachers are the targeted victims of terror and intimidation, as starkly evidenced by the reported assassination of 260 members of the Salvadorean teachers union since 1979.

I hope that recommendations will soon follow for positive action by the NEA and its membership in support of El Salvador's teachers.

Peter van der Linde
Ithaca, New York

Safety First

It would appear that Mr. Gene Easter's class (*"People,"* October), while being exposed to a variety of violent and dramatic science lessons, may also have witnessed an obvious disregard for personal bodily injury.

The photo showed that Mr. Easter was not wearing safety glasses as part of the demonstration. Pieces of flying debris cannot always be controlled.

We all need to be reminded about practices we take for granted.

Leonard Contardo
Trenton, New Jersey

AS YOUR SUPERVISOR I'M HERE THIS MORNING TO EVALUATE HOW YOU TEACH.
MY REPORT WILL DETERMINE IF YOUR CONTRACT IS RENEWED AND IF YOU GET A RAISE.
ACT NATURAL.
SCHOOLVIEW

Anti-Labor Attitude

I am dismayed by the anti-labor attitude of some teachers. I hear teachers complain about salary and fringe benefits of other workers, or insist that the problems of auto and airline workers are only because of labor's greed.

Is it right to insist on better wages and conditions for ourselves but deny them to others? I'm sure there is anti-teacher jealousy on the part of nonteachers as well, but such divisions only harm all of us.

Dennis Smith
Oceanside, California

'Stop Endorsing'

Endorsement of candidates and political issues is hurting NEA. It antagonizes and drives away members and potential members who disagree. It puts all our eggs in one basket and leaves us in a weak position when our candidate loses.

We could improve our political leverage without offending members or candidates by publishing comparisons of candidates without endorsement, as in the October *NEA Today*. Candidates appreciate the exposure, and trying to gain our support helps sway them our way. Members see their candidates have a fair chance to present their views.

Also, instead of contributing directly to campaigns from NEA-PAC funds, let's match member contributions and support members who work actively for any candidate. This may encourage more political activity by members. Then we can say to *whoever* is elected, "John Q. Member and NEA supported you. Now help us."

Wayne M. Wright
Oregon City, Oregon

'Don't Blame Reagan'

We notice that President Reagan declined to respond to your questionnaire (*"White House Hopefuls: Where They Stand on NEA Issues,"* October). We don't know what his reasons were for not participating, but we certainly wouldn't blame him. If we were he, we wouldn't waste any time on anything the NEA comes up with.

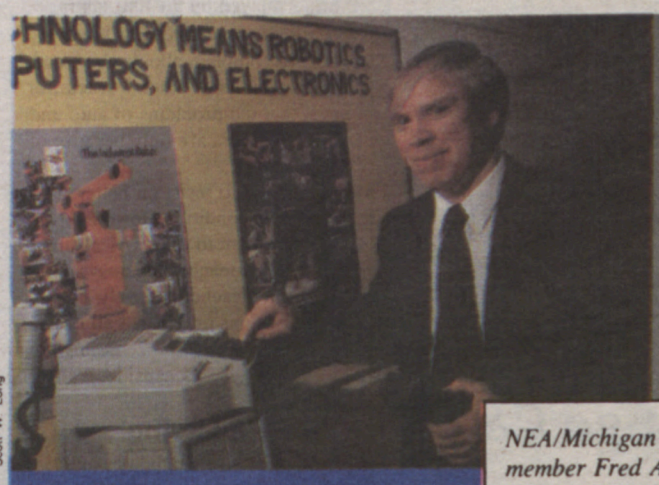
You have made it very clear how viciously opposed you are to the President and everything he stands for. Nothing he could do or say would make any difference.

Your organization has been very valuable to us in deciding how to vote. Because of NEA's liberal, left-leaning stand on the issues, we feel secure in voting the opposite of your recommendations with the knowledge that we have made the right choice.

Jo Elms, Mable Gaston, Bonnie Gregory, Wayne Holley, Dorothy Stevens
Oak Grove, Louisiana

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," *NEA Today*, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Debate



Scott W. Long

In this age of high technology, should industry take more responsibility for voc ed?

Marshall Billings

YES

NEA/Michigan Education Association member Fred A. Schelter has taught industrial electronics at the Southwest Oakland Vocational Education Center in Wixom, Michigan, for the past 15 years. During the summer of 1982 he was one of three teachers who team-taught what they believe to be the first secondary-level robotics program in the U.S.

This coming spring, the fifteenth industrial electronics class will graduate from my program at the Southwest Oakland Vocational Education Center. Each year I wonder if my students have been adequately prepared for the job market. Each year the challenge becomes greater.

I thought technology was moving fast in the early 1960s when semiconductors replaced the vacuum tube. But compared to today's rate of change, that pace now seems slow. The "fast-track" technological developments of the 1980s require a new approach. No longer can my colleagues and I shoulder the entire responsibility of preparing students for the high tech occupations. We need help! We need someone to share this responsibility.

Industry has signaled its willingness to play a greater role in vocational education. It's a role that makes sense for more than altruistic reasons. After all, industry has a stake in the quality of students we graduate. Many industry leaders feel strongly that technicians must be trained on the equipment that is being used in industry.

Yet a full-sized industrial robot can cost upwards of $50,000. The public schools just don't have those kinds of resources. This is where industry comes in.

This year a large industrial robot was *donated* to our center. It enables us to provide many "real life" experiences to our students. It also gives industry a chance to determine how first-time users react to the equipment and operational manuals. This type of "lend/lease" arrangement has proved successful in prior decades and needs to be revived.

The public schools educate young people for life, not for particular jobs. That means school faculty have to think carefully about how we use our time when we work with industry.

For example, the training materials that come with new high tech equipment frequently seem to be indecipherable to the average secondary or postsecondary student. When we began our robotics program, we couldn't find adequate curriculum materials, so we had to develop our own. This was time-consuming and expensive. It didn't seem to us to be the appropriate role for teachers to play.

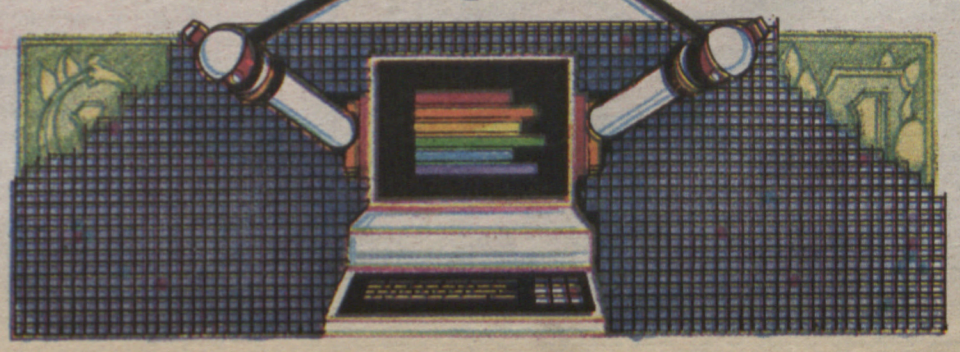
Now that our program has proven successful, the robotics companies are providing more instructional materials—although the reading levels still aren't always appropriate.

In my view, vocational instructors who accept new, complex equipment should make sure—long before the equipment arrives—that the manufacturer will assume some of the responsibility for course development. Paying teachers to help write manuals in the summer is one possible solution. It ought to be worth it to the companies: if our students can't read their manuals, how likely are workers to be able to?

These suggestions can be implemented within the current administrative structure of vocational education. If I were commissioner of education for a day, however, I'd consider a more radical approach. I'd have students learn specific vocational content in an industrial environment. I'd also require vocational teachers to spend time in industrial training programs as assistant trainers. At the same time, industrial trainers would spend time in vocational-technical programs.

This approach suggests a larger role for the employer in vocational education programs. And that's appropriate.

Industry must become involved in the training process,while allowing schools to maintain reasonable autonomy. With this sort of cooperation we can meet the high tech challenge and prepare our students for rewarding careers.



NO

Association member Mark Schwendau is a drafting and design instructor at Indian Valley Vocational Center in Sandwich, Illinois, which serves 12 high schools. His program was the first in the state to offer instruction in computer-aided design to high school students. Schwendau is co-author of a new drafting textbook to be released in 1984.

Private industry simply doesn't have the resources or the time to do the job that vocational educators can do better. Historically, vocational schools have adapted to changing technology by updating their programs to meet industry needs. Why should today be any different?

Since the private sector offers employment—and pays a portion of local school taxes—it should have a voice, but not the only voice, in what our schools teach its future employees. The private sector has spoken and made it clear that by the year 2000 there will be few employment opportunities for those still ignorant of high technology.

And it has indicated time and again that it prefers to hire new employees with at least some exposure to the technology they'll be responsible for working with, along with a good grounding in the basic skills of reading, calculating, and communicating.

A recent National Computer Graphics Association (NCGA) report offers one trade's perspective on the training needs of industry and high technology. It predicts the need for 100,000 new computer-aided design (CAD) operators by 1985. These workers must be adept in using computers for graphics, modeling, simulation, and other tasks.

The report also points out that it's not cost-effective to tie up expensive industrial systems with people in training, so it suggests letting vocational schools offer the training on relatively low-cost CAD systems targeted for the school and small business market instead.

With that in mind, the Indian Valley Vocational Center (IVVC) drafting and design advisory council—comprised of persons from our local private sector—made an important decision four years ago. It determined that IVVC (the area vocational school where I teach) would offer CAD within five years and computer-aided manufacturing shortly thereafter. The Council knew that if the program was to survive in the future, it would have to continue to offer timely and relevant instruction to its drafting students.

IVVC has negotiated the purchase of two CAD systems worth a total of $15,000 for less than $10,000. These systems include a computer, required software, a digitizer, a plotter, and a memory storage system. Such partial donations of new technology are a form of assistance that can make high technology instruction an attainable goal for education institutions.

These sorts of cooperative arrangements with industry are not new. They've always been the hallmark of the vocational education enterprise. But just as we look to industry for help in updating our equipment for the high technology revolution, so we must listen to its views on training.

The president of Boeing Engineering and Construction Southeast, Richard L. Grant, summed up those views when he spoke to an industrial development group in Tennessee this year. "The private sector as well as society in general must look to the total vocational education establishment to provide the majority of both the retraining and the preparation of the new work force," he declared.

Vocational educators have a practical and legal obligation to listen to the desires of the private sector. How can we expect our businesses and industries to make a respectable showing in the arena of foreign competition if they must run their own training programs as well?

Let's do our part to sustain a history of cooperation by giving industry its most valuable resource: a well trained workforce.

PERSONALLY SPEAKING

To complement our cover story, we devote this page to information and advice on staying well.

Shaking the Salt Habit

Sodium is a nutrient necessary to keep the body's electrolytes in balance. But the average American consumes many times more than necessary—mostly in the form of salt (sodium chloride).

Excess sodium has been linked to hypertension (high blood pressure), because it swells artery walls. It can also cause glands to secrete certain hormones that constrict arteries.

In both cases, blood pressure rises in order to force the blood through the narrowed passages. Sodium also causes the body to retain fluids—in the blood and elsewhere. Again, circulating the greater volume of blood takes more pressure.

No wonder many people have decided to cut down on sodium. If you're among them, here are 10 tips to help you get started:

1. Be sodium conscious. Read labels, and avoid products that contain salt, baking powder, brine, monosodium glutamate, sodium benzoate, sodium alginate, sodium propionate, di-sodium phosphate, sodium bicarbonate, sodium sulfite, sodium hydroxide, or sodium cyclamate.

2. Ask your doctor to set a daily sodium limit tailored to your personal health.

3. Keep a list of what you eat. That way you can be sure to get enough—but not too much—sodium.

4. Plan meals ahead of time. It'll be harder to give in to temptation, and you'll be able to enjoy some of your favorite foods.

5. Avoid processed foods.

6. Read the labels on breakfast foods—many are high in sodium.

7. Be careful of the medicines you use. According to the American Heart Association, alkalizers, antibiotics, cough medicines, laxatives, pain relievers, sedatives, toothpaste, tooth powder, and mouthwash may contain sodium. Check out the many new sodium-free medicinal products on the market.

8. Check the sodium content of your local water supply. (The Health Department can tell you.)

9. Measure your food. With the help of your doctor, you can figure out how much sodium you've consumed.

10. Get rid of your salt shaker.

A less salty diet needn't be a bland one if you use your creativity. Here are a few ideas:

► Use lime and lemon wedges, sodium-free herbs and spices, or salt substitutes for seasoning.

► Use fresh meat, fish, and poultry, which are usually low in sodium. Avoid the processed kind.

► Use herbal teas and coffee substitutes.

► Use unsalted butter and margarine.

► Make your own salad dressing with vegetable oil, vinegar, and spices.

► Widespread demand has brought out many salt-free products—some supermarkets even give them a section of their own. Experiment to see if any appeal to you.

—NEA Special Services

Your Mother Was Right

A five-year study of almost 7,000 adult Americans showed that their life expectancy was related to seven basic health habits:

► Eating three meals a day at regular times and avoiding snacks

► Eating breakfast every day

► Exercising moderately two or three times a week

► Getting enough sleep (7 or 8 hours a night)

► Not smoking

► Maintaining weight at a moderate level

► Drinking no alcohol, or drinking it in moderation.*

A 45-year-old man who practices fewer than four of these habits can expect to live for another 21.6 years (to age 67). But one who practices six or seven can expect to live another 33.1 years (to age 78). That is, a few simple habits can add 11 years to life expectancy.

—Adapted from "The Responsibility of the Individual," by John H. Knowles, M.D.

*Note that this predates the studies mentioned in "A Sip in Time," below.

Change Can Zap Your Health

Nobody can predict changes in health with much certainty, but you can get some clues from other important—and not-so-important—changes in your life. The principle is that change can bring stress, and stress can increase vulnerability to disease. Two doctors, Thomas Holmes and Richard Rahe, have come up with the following scale, which they say measures just how likely an event is to affect your health.

Rank	Event	Points
1	Death of spouse	100
2	Divorce	73
3	Marital separation	65
4	Jail term	63
5	Death of close family member	63
6	Personal injury or illness	53
7	Marriage	50
8	Loss of job	47
9	Marital reconciliation	45
10	Retirement	45
11	Change in health of family member	44
12	Pregnancy	40
13	Sex difficulties	39
14	Gain of new family member	39
15	Business readjustment	39
16	Change in financial state	38
17	Death of close friend	37
18	Change to different line of work	36
19	Change in number of marital arguments	35
20	Mortgage over $10,000	31
21	Foreclosure of mortgage or loan	30
22	Change in responsibilities at work	29
23	Son or daughter leaving home	29
24	Trouble with in-laws	29
25	Outstanding personal achievement	28
26	Spouse begins or stops work	26
27	Beginning or end of schooling	26
28	Change in living conditions	25
29	Revision of personal habits	24
30	Trouble with boss	23

The scale lists 13 additional factors. The next-to-last, bearing a respectable 12 points, is labeled simply *Christmas season.*

—Jane Power

Daily Exercise for the Nonathletic

Making the rounds is a calorie guide citing a recent medical association report: "Proper weight control and physical fitness cannot be attained by dieting alone. Many people who are engaged in sedentary occupations do not realize that calories can be burned by the hundreds by engaging in strenuous activities that do not require physical exercise."

Here's the guide to calorie-burning activities and the number of calories per hour they consume:

Beating around the bush	75
Jumping to conclusions	100
Climbing the walls	150
Swallowing your pride	50
Passing the buck	25
Throwing your weight around (depending on your weight)	50-300
Dragging your heels	100
Pushing your luck	250
Making mountains out of molehills	500
Hitting the nail on the head	50
Wading through paperwork	300
Bending over backwards	75
Jumping on the bandwagon	200
Balancing the books	25
Running around in circles	350
Eating crow	225
Tooting your own horn	25
Climbing the ladder of success	750
Pulling out the stops	75
Adding fuel to the fire	150
Wrapping it up at the day's end	12
To which readers may want to add their own favorite activities, including—	
Opening a can of worms	50

A Sip in Time...

Most American adults regularly drink some form of alcoholic beverage, and most are commendably temperate in their intake. For them, medical research is beginning to show, alcohol may bring not only pleasure, but health.

(Pregnant women are an exception: doctors feel abstinence is probably safer for them until more is known about how alcohol affects the unborn.)

A number of major studies in the past decade seem to indicate that *moderate* drinkers are less likely to suffer heart disease than either heavy drinkers or teetotalers.

Why? For one thing, small amounts of alcohol may raise the level of certain proteins in the blood that help remove fatty deposits in the arteries and so reduce the risk of heart attack. Although drinking could never be a substitute for exercise, some researchers claim that a couple of glasses of wine a day can have the same effect on the levels of these proteins as jogging *10 to 12 miles*. Wine and beer also contain many vitamins, minerals, and other nutrients not available in soft drinks.

Of course, moderation is the key. Most authorities would agree that *moderate* is no more than two or three drinks a day, spaced prudently apart and preferably taken with a meal.

—NEA Special Services